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EFL TEACHER'S BELIEFS ABOUT TEACHING/DEVELOPING SPEAKING SKILLS AND  
THEIR EFFECT ON CLASSROOM PRACTICES: A CASE STUDY

BY

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## AFFIDAVIT

I, Samy Regina Roble Ruiz, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

Samy Roble Ruiz

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# EFL TEACHER'S BELIEFS ABOUT TEACHING/DEVELOPING SPEAKING SKILLS AND THEIR EFFECT ON CLASSROOM PRACTICES: A CASE STUDY

## Abstract

Research has revealed that recognizing the role teachers' beliefs have on lesson planning, curricular decision-making processes and learning is crucial when teaching. This paper aims to identify the influence of teachers' beliefs about the teaching of speaking in classroom practices, since understanding these beliefs can contribute to informing researchers and teacher educators about how teachers implement their practices, and this can eventually guide the construction of appropriate teacher education programs. To identify and analyze these beliefs, a Beliefs about language learning inventory – BALLI, observations, a questionnaire, semi-structured interviews and document analysis were used to collect and analyze the data. The main findings of the research show that teachers' beliefs about their role as educators, the learning processes, the language learning process in this case, and what they want their students to learn have significant implications in the way they teach. Identifying and understanding these beliefs, practices and attitudes are an important contribution to the improvement of the educational processes.

*Keywords:* Beliefs, Speaking beliefs, Balli inventory.

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## Chapter 1. Introduction

Numbers of studies conducted in the past decades about foreign language teaching have shown great interest in the process of teaching and learning the four language skills (listening, speaking, reading and writing) and the well-established goal of enabling effective communication. As Richards (2008) suggests, the mastery of speaking skills in English is a priority for many second- language or foreign-language learners, as they evaluate their success in language learning on how much they have improved in their spoken language proficiency. Whether it is to make a message and oneself clear, a performance or social interaction, speaking becomes a priority for learners. It means a particular set of teaching strategies is needed in the English as a Foreign Language (EFL) classroom, so the learning process becomes meaningful to students to accomplish their goal, in this case: to communicate efficiently.

According to Ur (1996), speaking has been viewed as a neglected skill in foreign language teaching and considered as probably the most complex and difficult skill to teach. Dincer and Yeşilyurt (2013) stated that teaching speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expression, gestures, and so forth. They also said that this skill is neglected because of the traditional teaching approaches still in use in language education. The use of these methods may be related to the preconceived ideas teachers and learners have about how this skill is developed. According to Liao and Chiang (2003) Teacher's beliefs are central to determining their actual behavior toward students as in general, teachers bring their own ideas about how to deal with situations and how to make decisions related to their language teaching practice, these beliefs are recognized as significant predictors for their classroom practices.

Pajares (1992) noted that teacher's beliefs have greater influence than teachers' knowledge on the way they plan their lesson, on the kind of decisions they make, and on their general classroom practice.

Borg (2001) defined beliefs as propositions that the individual considers as true and which are consciously held. According to this author, beliefs are a guide for thinking and acting. These beliefs are sometimes influenced by the context and tend to change according to the experiences that take place in the classroom. According to Horwitz et al., (1986), what takes place in class and the experiences both teachers and students have, shape their perceptions and affect their behavior towards learning and teaching in the future. Furthermore, this author indicates that pre-existing beliefs are the result of previous learning experiences in terms of some explicit views about how language should be taught and learned. As Barajas (2013) indicates, teaching speaking practices evidence teachers' beliefs about how this skill should be taught. This author adds that teachers tend to use methods in which they force students to memorize and repeat conversations from textbooks. Therefore, recognizing the role teachers' beliefs have on lesson planning, curricular decision- making processes and learning is crucial when teaching. Moreover, understanding teachers' beliefs about English language teaching can contribute to informing researchers and teacher educators about how teachers implement their practices, and this can eventually guide the construction of appropriate teacher education programs.

In general, there is an impressive body of literature about how important teachers' beliefs systems affect their practice. That is why this study focuses on an English program offered in a vocational education institution located in Apartadó, Antioquia where English teachers, despite their qualifications and the language, and policies established to favor students' English language learning, tend to follow traditional approaches to teaching this language. This study intends to

explore these teachers' beliefs about teaching speaking and how these influences their classroom practices.

The SENA, National Training Service of Colombia, is a public vocational institution that promotes training for employment in this country. The institution has the social commitment to provide mechanisms to support the government in providing Colombian workers with education, employment, social inclusion and technical expertise. Aware of its purpose, and the importance of English, this vocational institution has been implementing an English language program to help learners develop their communicative competence in this language for the last decade. In spite of these efforts and the resources invested, program graduates seem not to have benefited from this program as their English language skills are at a very initial stage at the moment of graduation. In order to find out the reasons why this happens, the program conducted a self-study that helped identify that some teaching practices may be affecting students' language development. These identified practices are related to overemphasis on the decontextualized teaching of grammar structures and vocabulary and the neglecting of the development of the language skills. Furthermore, the self-study showed that the activities implemented in class have a negative influence on the learning process as these are opposed to dynamic, cooperative and engaging. Therefore, exploring why teachers are designing and implementing these types of activities became important for the institution because of its responsibility in educating new generations of Colombians with the necessary skills to face the challenges of this globalized world. This study is important for the Colombian context as little research has been done in this context in spite that this institution serves an important number of Colombians who cannot afford university education and, also because its English program has been in place for so many years.

The English Department of the institution decided to first identify and then understand the English language teachers' beliefs about learning and teaching this language and relate this to what they do in class with the expectation that this will shed lights on how to improve students' language level. In order to do this, some research questions were defined as follows.

**Main research question:**

How are teachers' beliefs about teaching speaking reflected in the language classroom?

**Sub questions:**

- What are teachers' beliefs about the teaching of speaking?
- How do these beliefs influence teachers' pedagogical decisions about materials, activities and evaluation?

This paper is divided in six sections. The first of them identifies existing gaps in the respective field, highlights the importance of the study in the Colombian context, and establishes the research questions and objectives. The second chapter shows the theoretical framework; this section defines key concepts and discuss the main trends, controversies or debates in the topic, and a summary of similar studies that have been conducted in this area, as well as their most relevant results. The third chapter talks about the selected methodology, the research question, type of study, a description of participants, data collection procedures, techniques and instruments used. Chapter fourth shows the findings, with the evidence provided by data, followed by the discussion, where the findings will be interpreted and qualified, establishing comparisons with other investigations' results and determining the relevance of this study for the Colombian context and for the EFL teaching and learning. Finally, the conclusions will bring out the significance of the study by reviewing the main arguments presented in the paper and pointing out remaining gaps in knowledge and limitations of the study and discuss implications

for teaching and further research. The two remaining chapters referred to references and appendixes.

## Chapter 2. Theoretical Framework

This chapter provides a theoretical background of studies that are central for a deeper understanding of the relationship between teacher's beliefs and how they influence teacher's classrooms practices. This section will deal with a conceptual framework and a literature review of similar studies in the same research area.

### **Literature review.**

In the last decades, there have been an increasing number of studies concerning the influence of teachers' beliefs on their classroom practices. The role and importance of this has been studied by different authors who have pointed out the influence of this relationship (teacher's beliefs and classroom practices) and have studied this issue since 1990s (Devine, 2011; Ghaouar, 2015; Mansour, 2009; Pajares, 1992; Phipps & Borg, 2009; Richards & Rodgers, 2001)

According to Pietrandrea (2009) the first element when discussing teachers' beliefs is recognizing that these have both cognitive, effective and behavioral components that represent knowledge and emotions that affect actions. This means that beliefs influence the evaluation, comparison and judgement of ideas about something leading the individual to certain actions. This idea is reinforced by Borg (2001) as he considers that beliefs load the individual emotionally, guiding their thoughts and behaviors in what Abelson (1979) views, has defined as people manipulating knowledge for particular purposes under given circumstances. Puchta (1999) supports the fact that beliefs guide how we think and act as he considers that these help us to make sense of the world.

Furthermore, when exploring what beliefs are, authors coincide on the effect beliefs have on teachers' practice. For instance, Ghaouar (2015) indicates that beliefs are strong determinants

of how teachers teach and what type of learners they seek to develop, as teachers' beliefs are stronger than their knowledge, this is why teachers should be aware of the differences between what they believe in and what they do in order to decide how to make it better. In the same line, Phipps and Borg (2009) affirm that language teachers' beliefs about teaching and learning have a powerful effect on teachers' pedagogical decisions. Those beliefs are strongly influenced by what and how teachers learn during language teacher education and can be deep-rooted and resistant to change. For Richards and Rodgers (2001), teachers' decisions about selecting strategies at the moment to teach are directly guided by teachers' beliefs and theories about language and language learning.

Theorists have also addressed this topic focusing on how these beliefs interact with the practice and how each of these influences the other. Assuming that beliefs affect both perception and judgment, Johnson (1994) stated that understanding teacher's beliefs is essential to improving teaching practices and professional teacher preparation programs as beliefs play a key role in how teachers learn to teach, how they interpret new information, and how this information is translated into the classroom. For instance, Meighan (1990) suggested that teachers have metaphorical constructions of those they teach, and these constructions not only reflect the individual teacher's view of the world but influence their classroom practice. Borg (2003) supported these ideas by stating that personality, educational background, and professional experiences in teacher's life usually have a powerful influence on the development of their teaching styles, while Graves (2000) pointed out the relation between teachers' beliefs and teacher's professional environment, suggesting that beliefs are based on teachers learning experiences, working experiences and places, and also in their ongoing professional development. Therefore, and as previously stated by Johnson (1994, 1999), the set of organized

personal beliefs, consciously or unconsciously, affects teachers' performance and guides their decisions and actions.

Researchers assume that pre-service teachers come with their own prior beliefs, preconceived ideas about learning and teaching that were developed from early learning experiences, when they were language learners themselves and from other sources that can be traced back even from teacher education programs, (Horwitz, 1985; Kern, 1995; Lortie, 1975; Richards & Lockhart, 1996; Shulman, 1987)

This accumulation of experiences seems to make teachers' beliefs complex as these experiences that are gathered through time are, generally, resistant to change unless it goes through a process of deep thinking and critical reflection (Dole & Sinatra, 1994; Farrell, 1999; Kern, 1995; Peacock, 2001)

With respect to the role of teachers' belief in teaching, authors indicate that these play a key role in knowledge acquisition and interpretation, as well as in task selection, and course content interpretation (Bingimlas & Hanrahan, 2010). It means that beliefs can control the gaining of knowledge and that this knowledge also influence them (Mansour, 2008). That is to say that teachers' beliefs seem to guide the learning and thinking processes as well as the decision teachers make about content selection, tasks and activities design.

Opposite to this worldwide trend, research in this area has been relatively scarce in Colombia. This overview is, then, mainly based on articles published in the most influential Colombian journals in the last decade. Relevant findings of these articles are briefly described below.

A study developed by Castellanos (2013) states the importance of studying the influence of teachers' beliefs in classroom practices in order to show teachers educators the relevance of



exploring such issue in the classroom. The paper presented a review of studies on pre-service teachers' beliefs about teaching, arguing that pre-service teachers come into the teaching profession with beliefs about teaching and they may or may not be aware of them. The studies reviewed in this paper demonstrated that when teacher educators ascertain this principle and integrate it in their syllabi, they help pre-service teachers to become more aware of their entering beliefs about teaching so they experience changes in their practice and realize how explicit beliefs could guide and inform the act of teaching. Teacher educators could assist this process through reflection, course content, and learning activities, as well as by engaging participants in research activities. This research aligns with the principles of this study not only on the importance of exploring this issue in the classroom but also, on identifying what the beliefs teachers come with are and how they influence their pedagogical decisions about materials, activities and evaluation.

Relevant results and important evidence concerning the influence of teachers' beliefs on their classroom practices have been reported by Fajardo (2013). Fajardo developed a qualitative case study to investigate the connection between beliefs and classroom practice. The data used in this study were collected over a fourth-month period in 2010, during the final year of the participants' five-year primary language teaching degree in Colombia. The findings of the study suggested that the language classroom becomes scenario for understanding the nature of pre-teacher's pedagogical beliefs. This study argues that teachers' pedagogical beliefs are intimately related to classroom interaction.

A study conducted at EAFIT Language Center in Medellin, Colombia (2003), focused on students and teachers' beliefs about the role of oral language in the classroom. In this study, the researchers discovered a number of discrepancies between teachers' beliefs and students' beliefs

in terms of what was actually happening in the classroom. There were marked differences between what teachers and students believe, and between what teachers believe and what they do in the classroom. The study required the examination of classroom textbooks, and materials used in class. The results obtained in the oral assessment area, the examination of classroom material and teachers and students' beliefs, lead to the conclusion that teachers lack of expertise in the area, manner and frequency of feedback given, no patterns on the way classroom material was being used, are characteristics considered by teachers that are actually contrary to the communicative approach. The style of instruction places the emphasis on interaction, conversation and language use, rather than on learning about the language (Lightbown & Spada, 1993), which apparently was happening inside the classroom, since the data collected on how oral competence was being taught and the strategies used was not consistent between the questionnaires and interviews.

A study developed by Cohen and Fass (2001), researchers from Universidad de Antioquia, Colombia, explored university teachers' practices and beliefs about oral language development and assessment. It concluded that teachers' beliefs and their reality in EFL classes toward the oral language instruction included a need for guidance of both teachers and students in how to make EFL teaching and learning truly communicative in nature. Gonzalez (2008), established the relationship between what English teachers understand on communicative competence and what they actually do in their English classes in a Colombian university, showing how hard it is for teachers to define what communicative competence is in their own words and the lack of teacher's training in how to conduct language assessment in the classroom.

### **Teacher's beliefs and their significant role in the teaching practice:**

To find out the processes that are developed inside teacher's classroom practices, we need to take a look to teacher's insights about their teaching practices and how they see their role in the classroom. Teacher's belief about their role in education, learning processes and about what they want to foster in students will have significant implications in their way of teaching.

Richards (2000) considers teacher's attitudes, values, information, expectations, and theories as a belief system; this belief system becomes the primary source of teachers' classroom practices. Richards also suggests that this system includes teachers' assumptions about teaching and learning which build up over time and bring with them to the classroom.

In his reflections, Pajares (1992) encompasses the greater influence beliefs have in the learning process, defined as “messy things”, teacher's beliefs have their core in teacher's self-concepts, their perceptions, and the socio-cultural knowledge gathered through years and through social and educational practices. Williams and Burden (1997) hold the idea that a teacher's deep-rooted beliefs about how languages are learnt will pervade the classrooms actions more than a particular methodology s/he is told to adopt or the coursebook she/he follows. Moreover, Heather, D. and Carey (2009) assert that teachers' beliefs are a form of subjective reality: What they believe is real and true... Beliefs guide their decision- making, behavior, interactions with students and create an objective reality in the classroom, what students experience as real and true.

Beliefs play an important role in many aspects of teaching; therefore, the study of teacher's beliefs is necessary in order to understand and identify how teachers see themselves as teachers, their work and how that reality affects the way they approach their teaching. Teachers'

beliefs, practices and attitudes are important for understanding and improving educational processes.

### **Teaching Speaking**

A second concept that will be explored in this study is that of teaching speaking as the research question attempts to uncover how teachers' beliefs about teaching speaking influence this process. Therefore, a review of the communicative competence will be presented below.

Savignon (1983) defines communicative competence as follows:

It is a dynamic rather than a static concept[...], it depends on the negotiation of meaning[...], it applies to both written and spoken language as well as to many other symbolic systems[...], it is context specific[...], it takes place in an infinite variety of situations[...], it is defined as a presumed underlying ability, it is relative, not absolute, and depends on the cooperation of all the participants involved. (pp. 8-9)

Interaction in the classroom is an element added by Stern (1990) that refers to classroom actions in which social and cultural components are part of the students' interaction. For Harmer (2007), all learning, including language learning is mediated by social interaction which is the key to a successful pronunciation teaching since students are listening and noticing how English is spoken rather than producing correct sounds or intonation tunes. At the same time, for Shumin (1997), learners should develop the speaking skill through interaction with each other. However, she points out the difficulties it has for English as Foreign Language (EFL) learners to speak appropriate English in the classroom because of the limited language use in their real lives.

Although Burns (2003) states that speaking is the most neglected skill in language teaching, she says that it should be taught explicitly and focusing on specific areas. Moreover, the author indicates that there should be feedback to student performance and follow up

activities. Richards (2008), on the other hand, states that oral skills have not been neglected in ESL/EFL courses; the real problem for him is more related to which is the best approach to teach oral communication.

For some language teachers, there is a misunderstanding of what teaching oral production is and that is why they take activities or use methods that do not lead to oral production development in the class. Herazo (2009) affirms that what constitutes authentic oral interaction is sometimes not clearly understood and some of the activities that take place in the classroom seem unlikely to generate meaningful opportunities for the development of oral interaction. According to Burns (2003), not all speaking activities are appropriate or deal with students having knowledge of the skill. She believes it is essential for learners to be aware of the different components that encompass speaking and learn communication strategies that can help them be successful when they communicate in real situations.

As Peck and Cooke (1983) states, activities need to be child-centered and communication should be authentic. This means that children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them to. As other strategies to be used, there are the ones presented by Hadfield (1990) which are a compilation of strategies to promote oral production and allow learners work the speaking skill from different ways and having an active role that goes from miming, guessing and drawing an action, picture or the location of objects in the classroom, to asking and answering questions, discussing an idea, completing a form or questionnaire. To motivate students in EFL contexts to speak the language, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson and in participation.

### Chapter 3. Methodology

This chapter describes the methods employed to elicit and analyze the data collected. The early part of the chapter presents participants and setting, as well as the research questions and objectives of the study. Besides, a description of the data collection procedures will be presented, clarifying the design and data collection techniques. After that, the analysis and interpretation will comprise the final section of the chapter.

The purpose of this study was to see how teacher's beliefs are reflected in their classrooms practices regards to the teaching of the oral skills in terms of pedagogical decisions about material selection, activities implementation and evaluation of students learning. Having mentioned the focus of this study, these were the sub questions that led our research:

- What are teachers' beliefs about the teaching of speaking?
- How do these beliefs influence teachers' pedagogical decisions about material, activities and evaluation?

#### **Setting**

The field of this research is a public higher technical education institution and an agency of the Ministry of Labor in Colombia. It was created with the objective of “developing and expanding a technically –skilled workforce in the country 100% free vocational and professional training programs in diverse sector of the national and international economy” (Decreto N° 118, 1957 p. 74). The institution's model was inspired by similar vocational organizations, such as SENAI of Brazil and supported by the International Labor Organization (ILO) and the United Nations (UN).

This technical institution is the largest public institution in the country and one of the most well recognized, since its nationwide coverage makes it an extremely diverse institution. All

socio-economic, racial, and ethnic demographics can access the institution in all 32 of Colombia's departments in addition to the capital district (Bogotá). The branch where this study took place is located in Apartado, Antioquia, where it has a training center and covers the Urabá region, which is a sub-region of the Antioquia department. This region is made up by 24 municipalities. Most of this region's northern portion is part of the Colombian Caribbean region bordering the Caribbean Sea.

This institution looks for strategies and mechanisms to support the current government in the achievement of policies regarding to education, employment, social inclusion and the professional development of Colombian workers. Its educational programs are designed and offered according to the necessities of the region in terms of qualification to perform certain jobs required by the productive and social sector. Some of the fields go from biotechnology to agrobusiness, to fashion design, administration, agriculture, constructions, electricity, mechanics and software development, networks and IT. These programs are divided into technical and technological, and the lengths of such programs vary from 880 to 1760 hours, including phases as schooling stage and productive stage.

The programs offered provide the link between theory and practice, being practice intertwined with a strong theoretical background that leads to the development of the skills and abilities to fulfill specific objectives in a required work, and to fulfill these requirements, the institution has a bilingualism policy which is aligned with the bilingualism national policies, containing guidelines and strategies that orient the learning and teaching of English in the institution.

**Design.**

Due to the complex and non-observable features of beliefs, this research is of a qualitative nature. The use of a qualitative approach relies on the view of Rokeach (1968) that indicates the reasons why beliefs cannot be directly observed or measured, but that they must be inferred from what people say, intend, and do. Rokeach also argues that the understanding of beliefs requires making inferences about individuals' underlying states, inferences fraught with difficulty because individuals are often unable or unwilling, for many reasons, to accurately represent their beliefs.

According to Creswell (2003), qualitative research provides tools to explore the meaning and interpretation individuals or groups give to a human situation. It allows the researcher to interpret and better understand the reality in its natural setting gathering information from the population it involves, it means, in obtaining information about opinions, behavior and beliefs, especially the ones that concern this study as teachers' beliefs about speaking taking as a natural setting the classroom.

Creswell (2012) summarizes the major characteristics of qualitative research when suggests that a problem should be explored and understood in detail while having a literature to justify it. Besides, objectives should be stated as well as the research questions. The author also mentions the importance of participant's experiences, the collection of data from a small number of individuals or participants, the analysis through descriptive texts to interpret findings' meanings, which leads to the report of results using narration and flexible evaluation criteria, including the subjective researcher's point of view.

Since the main question of this research is exploring teachers' beliefs about teaching speaking and how they are reflected in the language classroom, through a process of data



collection, findings interpretation and results report in a descriptive, narrative way, the methodology of qualitative research seems to be the most suitable to conduct this study. Furthermore, in the attempt to portrait the way teacher's beliefs influence their classroom practices, the classroom setting, or the context becomes significant; Roberts (1982) says that we have no adequate knowledge of an event until we know the context in which it occurs. Since some observations will be done to identify how those beliefs affect the class, attention must be given to the context.

### **Case Study**

This research was a case study designed to establish a relationship between beliefs about teaching speaking held by a non-native English teacher and how these beliefs are reflected in the classroom practices. Stake (1995) states as a strategy of inquiry, the case study allows the researcher to explore in depth a program, event, activity, process, or one or more individuals. As in this study, it allowed the researcher closely to observe if the teacher's beliefs about speaking were reflected or not in their classroom practices, and if those beliefs had any implications in the decisions regarding material, activities and ways of assessing students.

Merriam and Tisdell (2016) state that a case study is an in-depth description and analysis of a bounded system. While for Creswell (2007), in a case study, the researcher explores a bounded system (a case) or a multiple bounded system (cases) over time, in-depth data collection involving multiple sources of information.

Therefore, the researcher must explore a unit, noun or entity by collecting data through multiple sources that allows portraying, analyzing and interpreting reality of individuals and situations. Yin (2009) identifies six sources of evidence to collect data, they are: documents, archival records, interviews, direct observation, participant observation and physical artefacts.

The case study allows the use of multiple data collections methods to get a three-dimensional picture of the object of study. (Cohen et al., 2011; Creswell, 2007).

Bearing in mind that the case study provides unique examples of real people in real situations, detailed information was collected over a period of time, and therefore interactions of events were unfolded and allowed the research to get some insights about teacher's beliefs, his classroom practices and personal experience. As previously stated by Roberts (1982), we have no adequate knowledge of an event...until we know the context in which it occurs, thus, the description of the context where the research takes place as well as the participants is as follows:

### **Participants and context.**

As indicated before, this study was conducted in a public higher technical education institution which is ascribed to the Ministry of Labor in Colombia, SENA. The institution has the social commitment to look for strategies and mechanisms to support the current government in the achievement of policies regarding education, employment, social inclusion and the professional development of Colombian workers.

Aware of its purpose, and the relevance of English, this technical institution has developed among its own policies and strategies the implementation of a bilingual program to contribute to help students develop their communicative competence in a foreign language.

The importance of this research lies on the fact that this public institution has a strong social responsibility with the country in regard to the accomplishment of the government policies in relation to professional training and it is the opportunity for Colombians to find jobs with support of the employment, labor and entrepreneurship agency. It also aims at educating Colombian workers as users of English as a way to respond to the requirements of the productive sector regarding the training of its future workers in a foreign language or second language,

which allows them a better job performance, increasing competitiveness and quality of service of their companies as well as providing Colombian people with better tools to become better citizens and improve their way of living through employment mediation, and vocational orientation. For this reason, understanding teachers' beliefs about learning and teaching English and their influence on classroom practices will throw lights on how to improve student's language development.

As part of the bilingualism policy, SENA has established in its curricular designs that the technical programs should reach the A2 basic user level according to the CEFR by covering 180 hours of English classes and the technological programs should work 360 hours of English classes to reach the Independent user B1.1 level.

This research will be conducted with one English senior teacher who is expected to take technological students from beginner level A1 to B1.1 level.

English teachers at the institution are selected, based on the results of an English test (FCE, IELTS, BEC, TOEIC, BULATS, TOEFL, among others) in which they must demonstrate their proficiency in the language with at least a B2 level according to the common European framework of languages. They must also hold a bachelor's degree in any profession. In the case of this teacher, he has a bachelor's degree in Business Administration from the United States and a certification of two years of experience in teaching the second language abroad.

The participant is 62 years old teacher and has been working for 8 years in this institution, which was the first institution where he started working as a teacher in Colombia. The first three years, he worked as a virtual instructor with the online English courses the institution offers. The participant also has a certification of a B2 level in English through the

Business Language Testing Service – BULATS, to fulfill the requirement the institution asked about to demonstrate the proficiency in the language.

### **Data collection procedures**

To gather data for this study, different data collection procedures were used to explore teachers' speaking beliefs and their implications on classroom practices. These were: Beliefs about language learning inventory – BALLI, observations, surveys, semi-structured interviews and document analysis. It is important to indicate that for this study, the participant teacher gave his consent to use the data collected as well as Elaine Horwitz gave his permission to use the BALLI instrument. Elaine K. Horwitz is one of the pioneer researchers of the studies of the beliefs about language learning. She is a professor in the University of Texas at Austin and works with language acquisition from the perspective of second language learners, and how they affect the learning process. Horwitz developed the Beliefs About Language Learning Inventory (BALLI), one of the most popular instruments used by researcher to examine beliefs about language learning. This Inventory was developed for research and teacher training purposes, as finding insights about teacher's decision making in choosing instruction methods and activities.

### **Observations**

Many researchers support the distinctive features observations offer to the research process. Cohen et al., (2011) points out the opportunities to gather 'live' data from naturally occurring social situations; while Schmuck (1997) talks about the usefulness of the observation method since it provides researchers an understanding of human, physical and interaction settings, when Morrison (1993) asserts that observations provide ways to check for nonverbal

expressions of feeling, determine who interacts with whom, grasp participants communicate with each other, and check strategies used and time spent in various activities.

Besides, observations were used to allow the researchers to get information of the real context of the classroom. Burns (2003) states that observation enables researchers to document and reflect systematically upon classroom interactions and events, as they usually occur rather than as we think they occur.

For this research, the observation process was essential for identifying the beliefs of the in-service teacher and how they were reflected in his teaching practice. The observation process focused on events that described the interaction between teacher and learners, characteristics of the teaching of speaking and learning process including type of learning and assessment activities, classroom atmosphere and motivation towards learning, teaching strategies, materials, and resources.

According to Ambrose et al. (2010) two important moments during instruction are the beginning and the end of a class. The events that occur during these windows can influence the engagement of students in their learning as well as their ability to synthesize major concepts. Taking into consideration that the English classes in this institution are five to six hours in length one day per week, the observations were for three weeks 2 hours each day trying to cover the beginning, and the end of the class, as well as sometime between these two important moments of the class. Three observations were conducted with the aim of exploring how the teachers' beliefs already identified through the BALLI questionnaire were reflected in the English teachers' current practices in terms of materials, activities and evaluation.

## **Survey**

Cohen et al., (2011) define survey as a method to gather data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exists between specific events. Also indicate the types of existing surveys when claiming that the collection of information involves one or more data-gathering techniques: structured or semi-structured interviews, Self-completion questionnaires, telephone interviews, Internet surveys, standardized tests and attitude scales (Cohen et al., 2011, p.529)

For this research two survey instruments were used: The Beliefs about Language Learning Inventories –BALLI- Horwitz (1985, 1987, 1988) and an individual background questionnaire.

### **The Beliefs about Language Learning Inventories –BALLI**

The Beliefs about Language Learning Inventories –BALLI- Horwitz (1985, 1987, 1988) was originally developed to assess students' opinions on a variety of issues and controversies related to language learning. The BALLI is a self-report questionnaire that investigates 32 different learning beliefs. Horwitz (1987) categorized this language learning inventory into five major areas with thirty-four items designed to assess student's beliefs. These major areas are:

- 1) Difficulty of language learning.
- 2) Foreign language aptitude.
- 3) The nature of language learning.
- 4) Learning and communication strategies; and
- 5) Motivations and expectations.

The BALLI comes in two versions: one in Standard English to be used with American foreign language students, and the other to be used with English as a Second Language (ESL) students. Horwitz (1988) developed three different instruments to identify teachers and students' perceptions on a variety of issues and controversies related to language learning for both native and non-native users of the language. The additional inventory was developed to use with foreign language teachers.

The teacher's version of the BALLI (1988) was developed to measure teachers' beliefs in a psychometric scale employing a questionnaire with a format consisted of a five-point Likert-scale item with "1" being "strongly disagree" and "5" being "strongly agree". This instrument does not produce a composite score: instead, it provides a descriptive opinion about teacher's view of the language learning process.

The current study used the Beliefs about Language Learning inventory (BALLI) to explore beliefs held by the non-native English teacher. Slightly modified versions of BALLI were used in this study and after being granted permission from Elaine Horwitz to use the BALLI. Some items of the foreign language teacher's version were modified adapting the inventory to the context, so it helped the research to reach the objectives proposed; therefore, the word English was used instead of this language on question 13. Besides, the word shy was used as a replacement of self-conscious on question 28; and "when evaluating/ assessing students" was added to question 3.

#### **Teacher's beliefs and practices questionnaire:**

One of the most remarkable features of case study research lies in the possibility of using multiple data sources, being questionnaires one of the most useful, since this tool can be used in qualitative and quantitative research.

Wilson and Mc Lean (1994) stated that the questionnaire is a widely used and useful instrument for collecting information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. For the present research, a detailed individual background information questionnaire was used to gather general information about the participants.

In addition to basic demographic information, the instrument aimed to collect data regarding:

- Educational background.
- Previous foreign language learning experience/teaching experience.
- Activities used to teach speaking.
- Common classroom material used in class.
- Purpose of the material used in class.
- Activities used to assess speaking.
- Type of evaluating / assessment strategies used in class.
- Common interaction patterns presented in class.

Since the questionnaire about Teacher's beliefs and practices asked for some personal information as well as information about the processes inside the classroom and classroom practices, the teacher was asked to sign a consent form providing sufficient written information to decide whether to participate or not in the research study based on the explanation of the nature of the study.



## **Semi-structured interview**

Qureshi (2005) noted that semi-structured interviews are commonly used for classroom research. Divided into structured, semi-structured and unstructured, interviews are conducted for understanding the opinions and views of the interviewee. According to Holmes (1986) regarding structured interviews, the items it presents are written in clear terms and in a particular order, while, in semi-structured interview items are not structured rigidly and the interviewer has the freedom to alter and add questions.

The main purpose of this interview was to explore the teacher's beliefs about teaching speaking. According to Merriam (2009), an interview is a process in which a researcher and a participant engage in a conversation focused on questions related to a research study. Therefore, a semi-structured interview was used, and some written questions were given to the interviewee in advanced to encourage him to engage in some natural conversations while answering.

The teacher's beliefs already identified with the BALLI inventory were then explored and compared with the interview. The results of the interview were evaluated as to see whether it was held consistent to the teacher's classroom practices.

## **Document analysis**

According to Corbin and Strauss (2008) the document analysis is a systematic procedure for reviewing or evaluating printed and electronic material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge.

Document analysis was also used to collect the data in this research since it helped the researcher to identify if the beliefs already identified in the BALLI, the observation, the interview, and the background questionnaire which had questions about previous foreign

language learning experience / teaching experience, activities, material and evaluation of the oral skill were reflected in the goals of the course, teacher's lesson plan, learning guide and other documentary sources used by the teacher.

The next chart summarizes the stages and different data collection procedures that this research implemented.

<b>RESEARCH STAGES</b>		<b>INSTRUMENTS</b>
<b>1</b>	<i>Identification of beliefs about speaking</i>	<ul style="list-style-type: none"> <li>• <i>Balli inventory</i></li> <li>• <i>Observations</i></li> <li>• <i>Teacher's beliefs and practices survey</i></li> </ul>
<b>2</b>	<i>Participant teacher – classroom practices</i>	<ul style="list-style-type: none"> <li>• <i>Teacher's beliefs and practices survey</i></li> <li>• <i>Observations</i></li> <li>• <i>Document Analysis</i></li> </ul>
<b>3</b>	<i>Identification of possible influence of teacher beliefs about speaking in their pedagogical decisions about material, activities and evaluation.</i>	<ul style="list-style-type: none"> <li>• <i>Observations</i></li> <li>• <i>Document Analysis</i></li> </ul> <p><i>Interview</i></p>

## Chapter 4. Results

This section aimed to present the analysis of the results after applied the instruments that were chosen to explore teachers' speaking beliefs and their implications on classroom practices. This part is divided in two sections; the first section contains the results of each of the different data collection procedures used in the study, these were:

1. The Beliefs about Language Learning Inventories –BALLI
2. Teacher's beliefs and practices survey.
3. Observation Stage
4. Semi-structured interview
5. Document Analysis

The second section is the triangulation of the information gathered from the instruments applied. It looks for connections and similarities from the data collected to increase credibility and validity of the results.

### **Beliefs about language learning inventory (BALLI)**

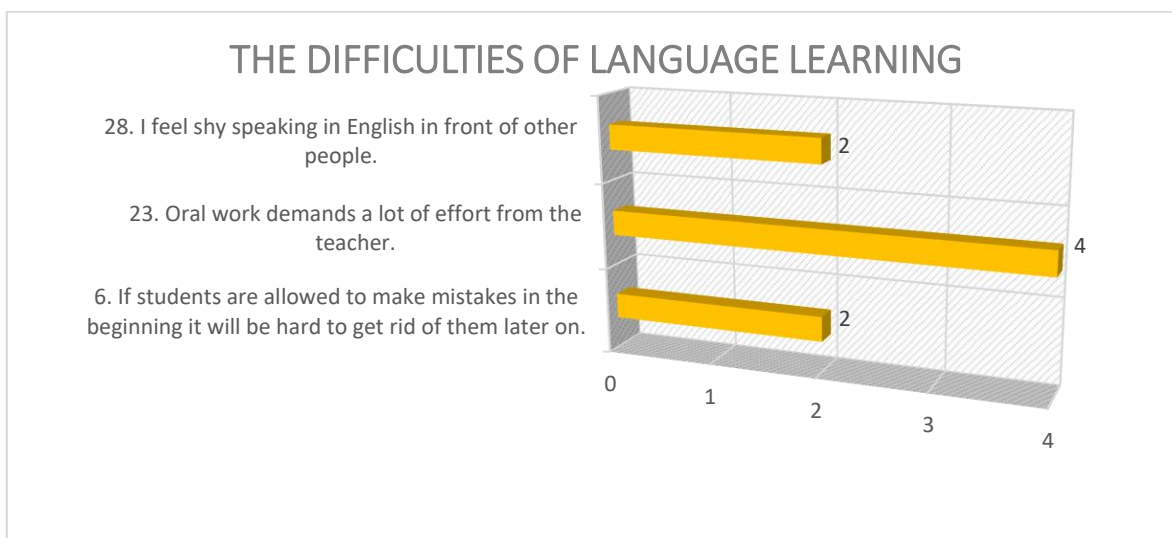
These findings were obtained from the application of a questionnaire adapted from the BALLI inventory by Horwitz, (1988) which was used to measure teacher's beliefs in a psychometric scale employing a questionnaire with 34 questions with a format consisted of a five-point Likert-scale item with "1" being "strongly disagree", "2" being "disagree", "3" being "undecided", "4" being "Agree" and "5" being "strongly agree". This instrument does not produce a composite score: instead, it provides a descriptive opinion about teacher's view of the language learning process.

The information was grouped into 5 pre-established categories defined by Horwitz and the results of each category will be presented in tables and brief comments in relation to each result. The pre-established categories are:

1. Difficulties of Language Learning
2. Foreign Language Aptitude
3. Nature of Language Learning
4. Learning and communicative Strategies
5. Motivation and expectations

***i. Difficulties in language learning***

The questionnaire items 6, 23, and 28 have to do with the difficulties in language learning. The beliefs teacher has about this category are as follows:



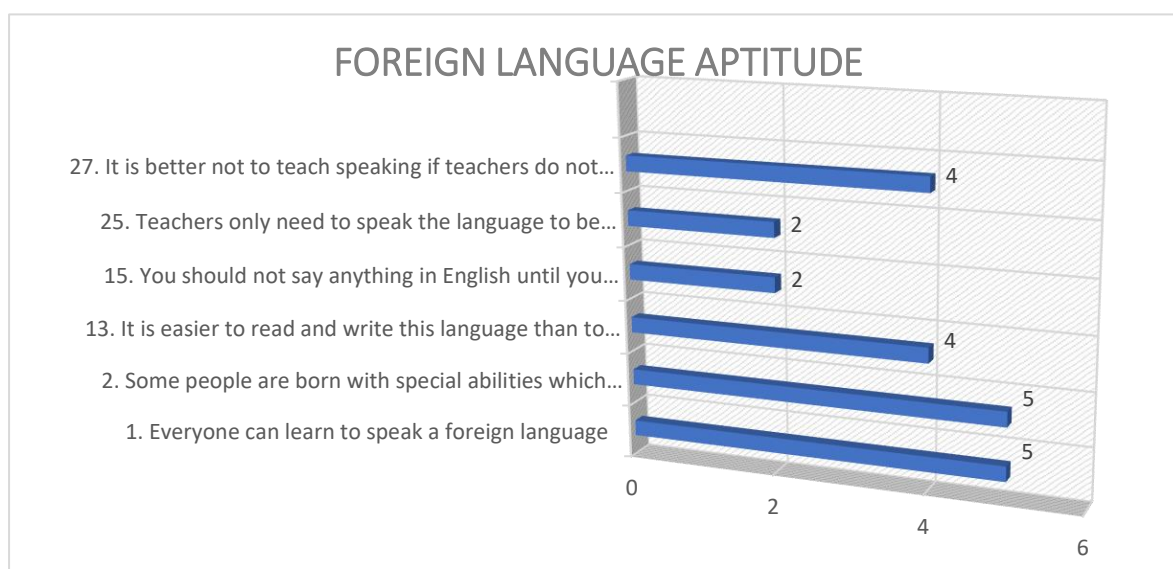
***Figure 1. Balli category – The difficulties of language learning.***

In terms of the difficulties in language learning, the participant teacher disagrees on item 6 and item 28; item 6 refers to the belief that if students are allowed to make mistakes in the beginning it will be hard to get rid of them later on, and on item 28, the participant teacher

disagrees with the statement about if he feels shy speaking in English in front of other people. With this answer we might think that the participant teacher likes speaking in English in front of students and working on the communicative competence during class, but this belief is somewhat contradictory with item 23, in which the participant teacher expresses that oral work demands a lot of effort from the teacher. Therefore, it is highly possible the use of L1 in class as a common practice since working on the communicative competence is seen as a demanding task.

## *ii. Foreign language aptitude.*

The questionnaire items 1, 2, 13, 15, 25, 27, 33 and 34 have to do with Foreign language aptitude. Item 33 and 34 are single select multiple choice questions, so their answers are not displayed on the table. The beliefs teacher holds about this category are the following:



*Figure 2. Balli category – Foreign language aptitude.*

On the foreign language aptitude category, the participant teacher strongly agrees with two beliefs that are somewhat contradictory, these are items 1 and 2; On item 1, the

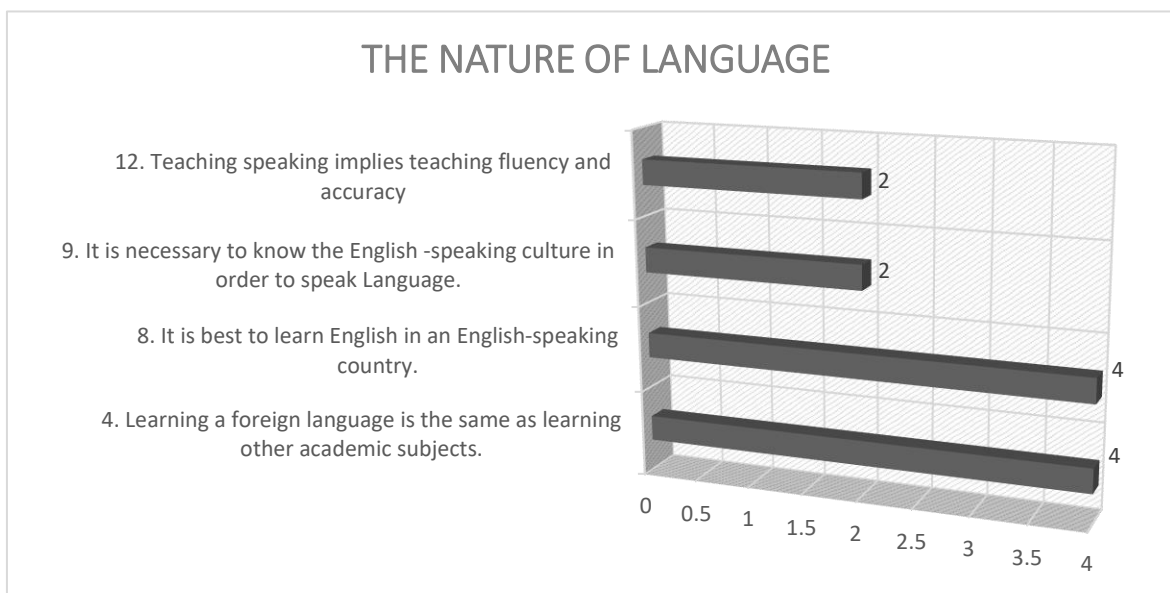
participant teacher considers that everyone can learn to speak a foreign language which allow us to think students are exposed to the spoken language and are provided with opportunities to promote learning a foreign language. It is highly possible that these learning opportunities could not be happening if the participant teacher thinks exposing students to the language does not help them if they do not possess special abilities which helps them learn a foreign language as he strongly agreed on item 2.

Items 13, 15 and 27 gave us a look on what could be the teachers approach on how speaking should be taught, although some contradictions are found among them.

The participant teacher disagrees with the affirmation on item 15: You should not say anything in English until you can't say it correctly, it means he believes on the importance of making mistakes as it happens on a regular learning process, allowing students to feel comfortable when talking in English, and not being afraid of.

On item 27, the participant teacher considers that speaking cannot be taught if the teacher does not feel confident using it, this has to do with his own speaking capacities. While item 27 is in contradiction with item 15 which promotes confidence when speaking the language, it supports item 13 where the participant teacher agrees on the belief that it is easier to read and write the language than to speak it and understanding. Therefore, it is highly possible that these identified aspects might be affecting greatly the teaching of speaking.

### *iii. The nature of language learning*



*Figure 3. Balli category – The nature of language.*

The questionnaire items 4, 8, 9, and 12 have to do with the nature of language learning:

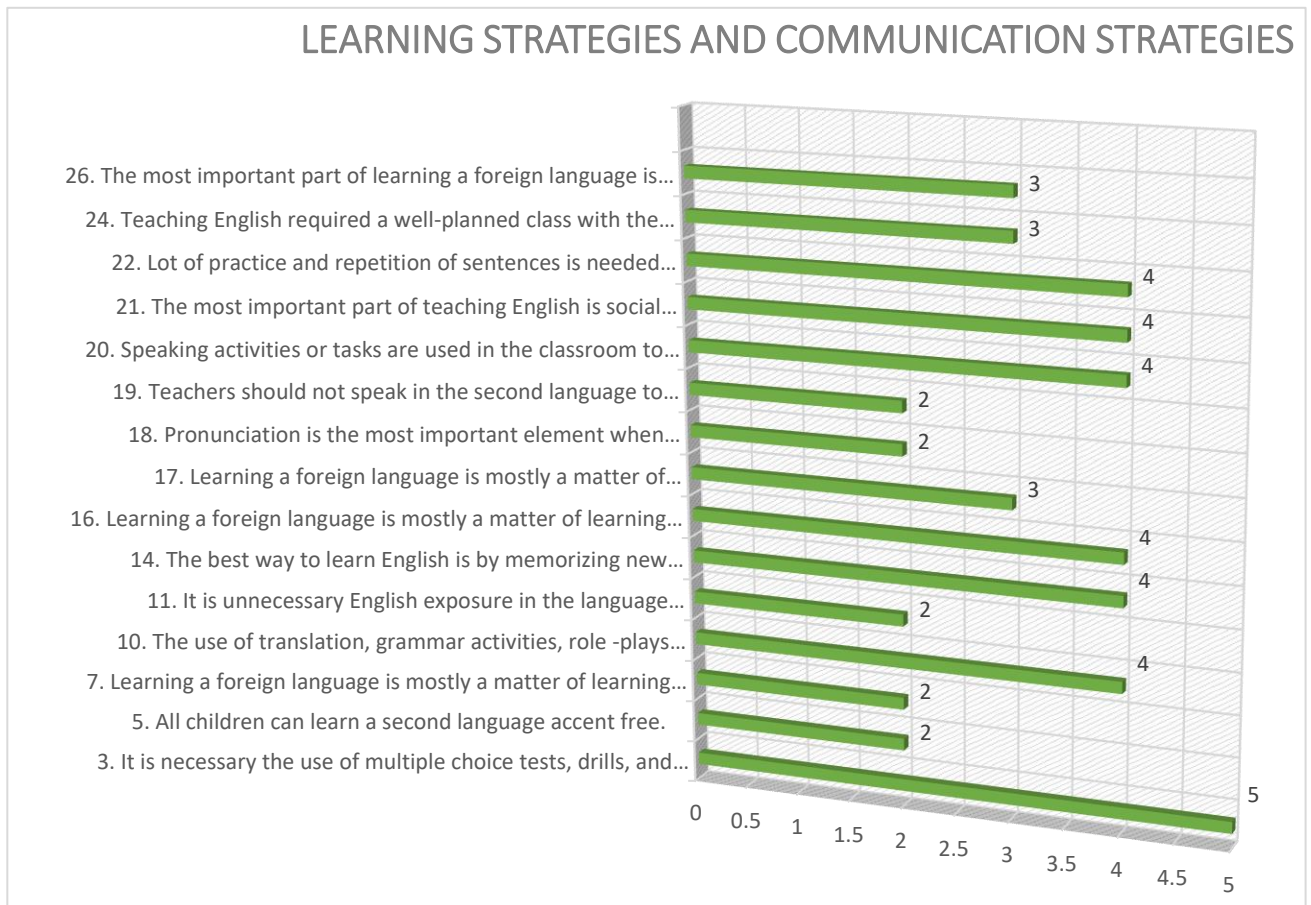
Regarding this category, on item 4, the participant teacher equates teaching English to learning and teaching another academic subject; this might suggest that the particular characteristics of learning a language are not taken into account.

With reference to item 8 and 9, the participant teacher thinks that there is no need to know the culture in order to speak the language, although he believes that it is better to learn English in an English-speaking country. According to this, it is possible to deduce that the target culture would not be reflected in the lesson planning or in the observation process.

Regarding item 12, the participant teacher also disagrees that teaching speaking implies teaching fluency and accuracy.

#### *iv. Learning and communications strategies*

The fourth pre-established category is learning and communication strategies. The questionnaire items are 3, 5, 7, 10, 11, 14, 16, 17, 18, 19, 20, 21, 22, 24, 26 and the beliefs teacher has about this category are as follows:



*Figure 4. Balli category – Learning strategies and communication strategies.*

On this category we can notice a strong relation on items 3, 10, 14, 16, 17, 22; The participant teacher believes that the use of translation, grammar activities, role-plays, memorizing dialogs and drills are needed when teaching English, as well as, lot of practice and repetition of sentence, taking this into account, it is reasonable to think that the participant teacher has a very traditional approach to language learning.



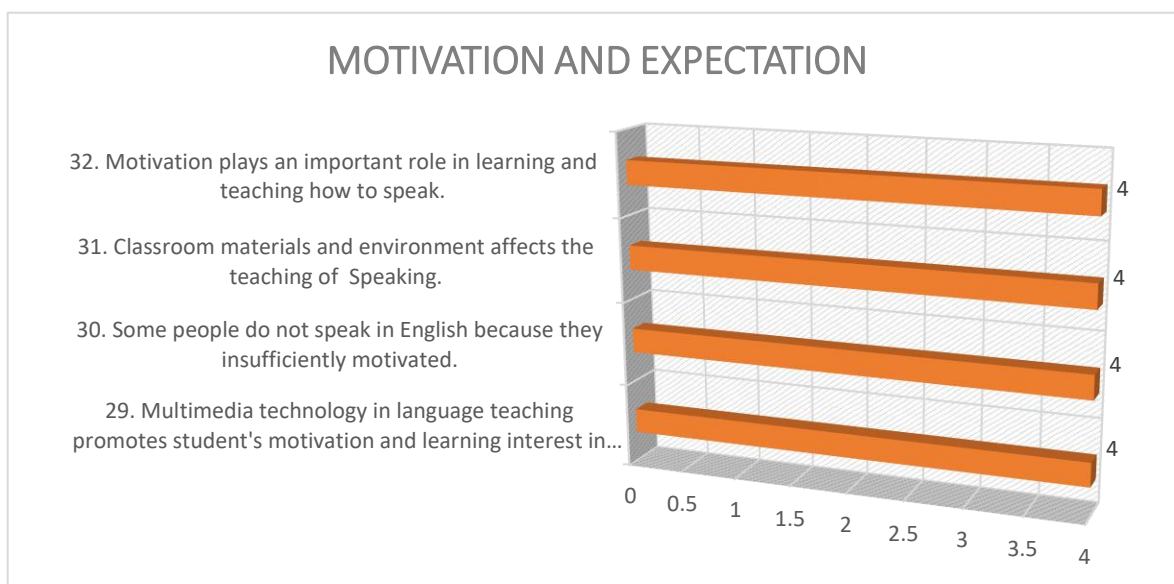
However, there is a contradiction with items 20 and 21 where teacher agrees on beliefs related to the importance of social language and the use of speaking activities to communicate information, necessities, likes, beliefs and opinions.

Another contradiction found on this category, is the one related to items 7 where the participant teacher does not agree that learning a foreign language is mostly a matter of learning grammar rules, in contrast to item 26 when he feels undecided with the same belief.

It is important to highlight that on item 24 the participant teacher showed himself undecided with the belief about the importance of a well-prepared class with the appropriate methodology when teaching English; it is highly probable that he is not accustomed to prepared lessons in advanced, with a methodology that covers the necessities of students.

Finally, it was also found that, the participant teacher showed to be in disagreement with the belief number 5 which claims that all children can learn a second language accent free and with the affirmation on Item 18: pronunciation is the most important element when learning and teaching how to speak a second language.

#### *v. Motivation and expectation*



*Figure 5. Balli category – Motivation and expectation.*

The questionnaire items 29, 30, 31, and 32 have to do with the motivation and expectations.

On this category the participant teacher recognizes the important role motivation plays when teaching and learning a language and the importance classroom material, a good environment, and multimedia technology have when promoting motivation and interest towards a language.

#### **Teacher's beliefs and practices survey.**

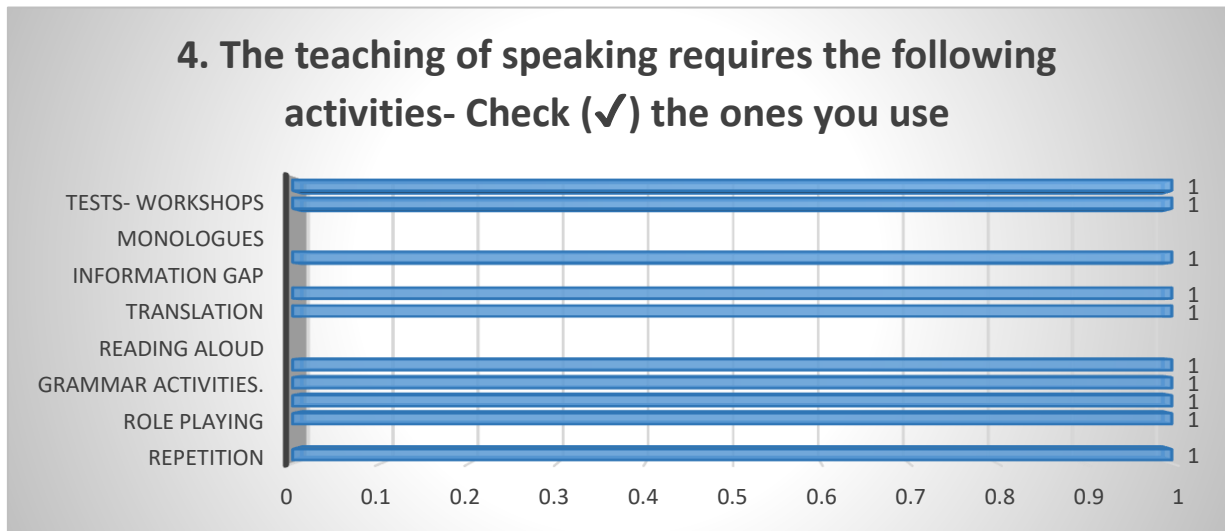
The second instrument is the teacher's beliefs and practices survey, which had as a main purpose to find out information about the processes inside the classroom, so the researcher can learn more about the teacher's speaking beliefs and classroom practices in terms of material, activities and evaluation.

**(A) Participant's Background: This first part refers to the background the participant teachers describe about himself.**

The participant is 62 years old teacher and has been working for 8 years in this institution, although he is a business administrator which is his highest educational degree, in this institution he teaches English as a full-time instructor. The first three years, he worked as a virtual instructor with the online English courses the institution offers. The participant also has a certification of a B2 level in English through the Business Language Testing Service – BULATS, apart from that, he has no TESOL certificates, diplomas, teacher licenses, or completed any specialized training for teaching English.

**(B) Materials, activities and assessment.**

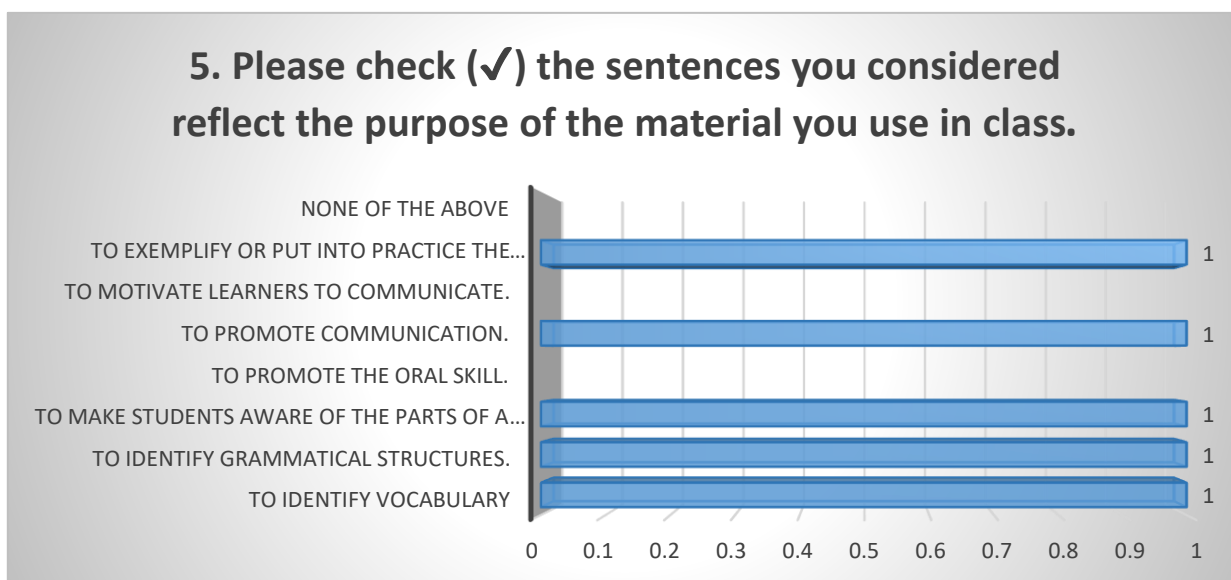
The second part of the survey focuses on material, activities and assessments. In terms of these aspects, the participant teacher indicates that he sometimes teaches speaking in his classes in a 50%. He considers that teaching of speaking requires the use of the following activities: repetition, role playing, presentations, grammar activities, dictation, translation, question – answer practice, and memorizing dialogs. The subject also points out that he uses other types of activities to teach speaking, such as board, games, as well as tests and workshop



*Figure 6. Teacher's Questionnaire - Question 4*

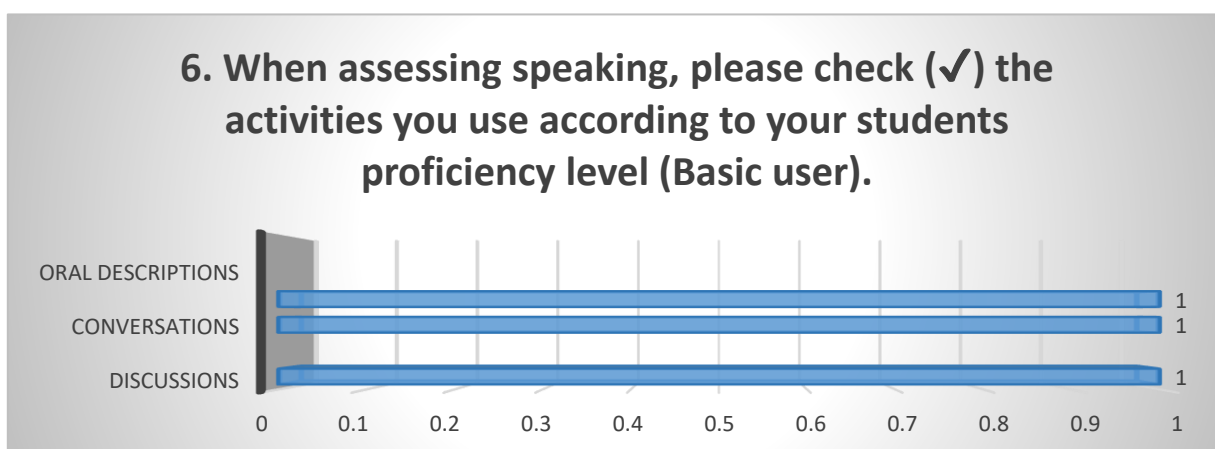
The participant teacher states that the common classroom materials used in its classes are: guides, and the use of the English Lab. He also states that he uses as classroom material the virtual course material offered by SENA in the English virtual courses named English DOT Works.

In Q5, the following sentences reflect the purpose of the material he uses in class: to identify vocabulary, to identify grammatical structures, to make students aware of the parts of a sentence, to promote communication, and to exemplify or put into practice the grammatical structure that is being taught in class.



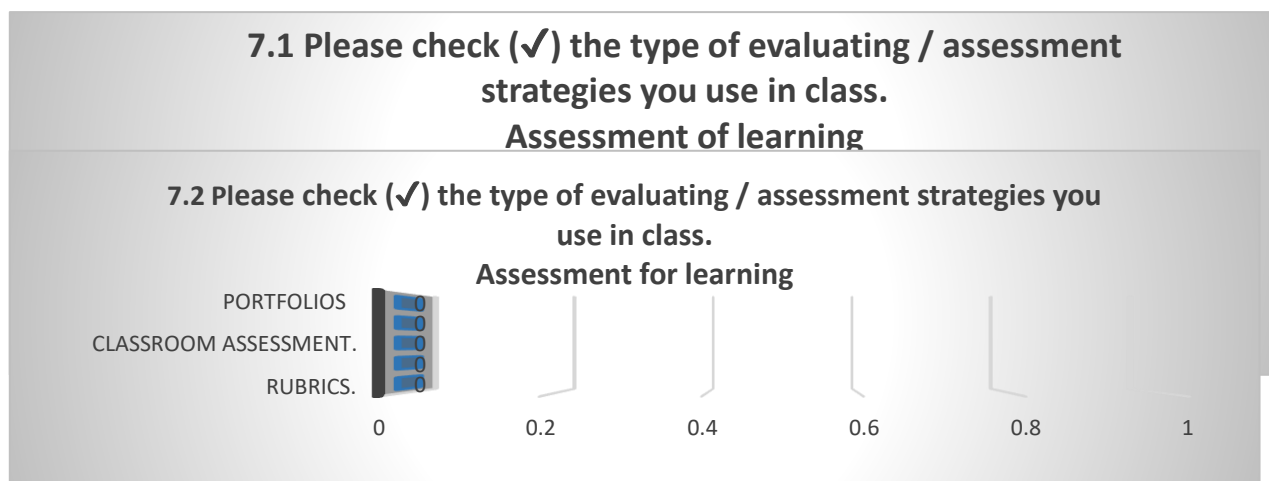
*Figure 7. Teacher's Questionnaire - Question 5*

In Q6, the participant teacher claims that according to his student's proficiency level (Basic user) he uses the following activities when assessing speaking: Discussions, Conversations, and Monologues.



*Figure 8. Teacher's Questionnaire - Question 6*

In terms of assessment, on the teacher's beliefs and practices survey, the participant teacher was asked about the type of evaluating or assessment strategies used in class.

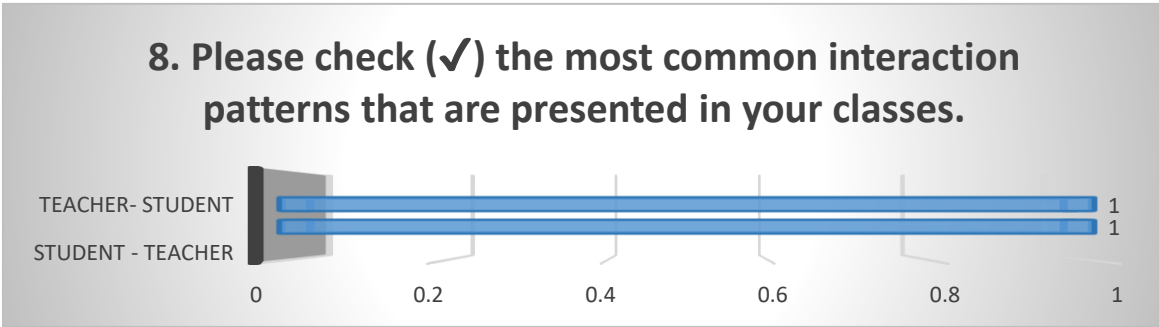


*Figure 9. Teacher's Questionnaire - Question 7.1*

*Figure 10. Teacher's Questionnaire - Question 7.2*

The way of assessing student's process more oriented to the use written and oral work, and multiple-choice test than using tools that allows learner to have an active role in their own learning process and self-evaluate their performance show a very traditional approach to language learning.

The analysis of the teacher's beliefs and practices survey suggests that although in Q8, the answer shows as most common interaction patterns in class: Student – Student and Teacher- student. The information gathered in this survey suggests that this patterns are not close to the reality since the activities proposed, and the material used in class does not allow this type of interaction.



*Figure 11. Teacher's Questionnaire - Question 8*

## **Observation**

The observations provided information about the teaching practice. Three observations were conducted with the aim of exploring how the teachers' beliefs already identified through the BALLI inventory and stated by the teacher on the teacher's beliefs and practices survey were reflected in the English teacher's current practices in terms of materials, activities and evaluation. This observation process focused on events that described the interaction between teacher and learners, characteristics of the speaking teaching and learning process including type of learning and evaluative activities, classroom atmosphere and motivation towards learning, teaching strategies to teach speaking, materials, and resources.

Regarding to the classes, there was a common pattern in the opening of each class; the participant teacher used the same sequence in all the classes that were observed: Greeting, attendance, uniform, explanation about what they will cover in the class.

### **Classroom observation #1**

The first observation of the teaching practice was not developed in the regular classroom, Teacher met students at the English laboratory; it was not a common classroom, it was a well-equipped classroom with full internet connection. It also has 30 headsets, 30 laptops for students, ergonomic chairs, an interactive white digital board, all this connected to the teacher's computer.

It was noticed that the participant teacher was going to initiate with his class and a new topic as he has previously explained but a question from a student about the online courses changed the methodology, the 2 hours class focused on correcting the activities related to the online English courses offered by SENA and the explanation of the activities.



Regarding to language use, it was noticed that the class was taught in Spanish. Just a few times the participant teacher read the instructions of the activities in English or pronounced a random word in English. The amount of teacher's talk was higher than students' talk, and it was in Spanish.

The participant teacher talked most of the time when explaining the activities to students and students focused on answering the activities on their laptops. Sometimes few questions were made by students to the teacher regarding the online courses. Regarding the activities developed in class, there was no use of strategies that facilitate the learning process or practicing of the speaking skill since activities focused on demonstrating grammar knowledge. Students were not exposed to the English language. There were no activities to practice pronunciation and there were no implementation of speaking activities or tasks so that students were able to communicate information, necessities, likes, beliefs and opinions.

As an interesting fact, the participant teacher indicates that students who completes the online course can download a 60 hours certificate and with this certificate they are allow to finish the English classes earlier, apparently students do have to work the amount of hours required which are 300 to 360 hours, if it so, what about students level? – what about the communicative goal they have to achieve? Are face to face classes to teach online courses?

## **Classroom observation #2**

The observation of the second class was in a regular classroom. Students are sitting and talking with their classmates while class starts. While the participant teacher calls attendance and some students approach to his desk, the rest of the class is waiting for instructions.

Today the participant teacher proposed a game because according to him, students were not motivated enough. With a grammatical component, the aim of the game is for students to win

15 or 20 hours from the total of hours of the course which are 360 hours. Instructions: The participant teacher says a sentence in Spanish, and students translate it to English in a proper way. It means: “grammatically correct.”

T: yo digo una oración y ustedes la ponen en Inglés, facilito. Y van a ganar horitas, noo que belleza esto ome!

Sentences were given one by one, students work in in their sits, some in pairs, some of them alone. To translate the sentences students used dictionaries, notebooks and their cellphones. After some time, teacher checks if the sentences are ok.

Sentence #1: Ya casi es diciembre y no he comprado la ropa del 24

Sentence #2: Mi hermana se va a casar en Abril porque en Mayo hace mucho calor.

Sentence #3: Tengo mucha hambre porque no pude desayunar antes de venir.

Game was prepared in class because students were unmotivated. What about the activities planned for that day? It was the second time teacher changes his class preparation all of a sudden. This situation shows that is highly possible that the teacher did not have a well-prepared class that covered the necessities of his students. Besides the game already described did not take into account students’ level of English, it was a mixture of grammar topics and translation of sentences.

At SENA the English classes are 150 to 180 hours length for technical students and 300 to 360 hours length for technologist students, in order to fulfill all the needs these students have in terms of the language. It is interesting to see how the game proposed promised to shorten these classes by giving 15 or 20 hours to students just by translating sentences without taking into account the level students should achieve. As a recommendation to learn English the participant teacher suggests the use of the Duolingo application; he also suggested students to make a

vocabulary list of unknown words, and used them to write complete sentences or phrases in English so they can get more vocabulary. The participant teacher suggests students to take those sentences to class to correct any mistakes in writing. Teacher also encourages students to work on the online courses SENA offers.

In terms of language use, during the game some words in English were pronounced by students since they were translating, but the class was in Spanish as well as the instructions of the game, the explanation of the class and the sentences given by the teacher. Since the game was grammar based there no opportunities for students to practice the speaking skill, pronunciation or been exposed to the target language. Class ends half an hour earlier. At the end of the class none of the sentences were translated from Spanish to English.

### **Classroom observation #3**

The class started as usual with the greeting, attendance, uniform, and the explanation about how class will be developed.

Today, the participant teacher started talking and making a list about the grammar topics they have covered so far, and which in teachers' opinion are the most important part of English. They are: Verb to be, Present simple, p. Continuous, past, future.

The activity proposed is grammar based, which means students did not have exposure to the target language, were not allowed to talk in English, to communicate information, necessities, likes, beliefs and opinions or to practice pronunciation.

The activity proposed is a resemblance of last class activity but this time it is not proposed as a game but as class activity.

Description of the activity of the day: The activity proposed by the day was about translation. The teacher calls a student, he/she has to write the sentence on the board from

Spanish to English; the sentences to be translated were chosen according to situations happening in the class (they are not prepared beforehand)- which makes me think about the planning of the class since it was the same activity as last class but without earning points. When translating the first sentence the teacher helped the student with a pronoun (they) - also reminds her it goes with are (they are) - the student on the board was having problems with the sentence so the participant teacher laughed and said as a manner of joke:

T: Ustedes han olvidado el 90 por ciento de todo lo que les he enseñado.

Sentence #1 José y Dario no están aquí.

Sentence #2 Profe yo no viene tarde hoy a la clase. (because someone arrived late)

Sentence #3 Yo pensé que mi celular estaba en silencio. (Because a cellphone rang)

Class ends. At the end of the class none of the sentences was translated from Spanish to English.

### **Semi -structured interview**

In this part, a questionnaire was applied to the participant teacher after he completed the BALLI. The semi-structured interview was used after the application of the instruments stated above. The aim of the semi-structured interview was to gather information from the teacher about the process already made, the application of the survey and the questionnaire, and the observation stage.

With regards to the foreign language category, this questionnaire allowed the researcher to confirm that the professor considers that everyone can learn to speak a foreign language. He did not mention if he agreed with the fact that some people are born with special abilities to learn a foreign language. In the same category, with regards to the belief if it is better not to teach speaking if teachers do not feel confident using it, the participant teacher showed a changed in

this belief when interviewed... Aunque uno se sienta nervioso al principio hablando en Inglés o no sepa mucho se debe ir enseñando mientras se van cualificando los profesores.

In terms of the nature of language learning, the participant teacher reaffirms his belief that it is better to learn English in an English-speaking country and that learning this language requires the same effort than learning another subject. For instance, for the case of learning the language in the country of origin, the teacher said: It will always be best .... Siempre será mejor la forma como habla un nativo y la forma como lo enseñan tampoco se puede comparar.

In relation to the learning and communication strategies category, the participant teacher reaffirms his beliefs about the importance of translation, learning new vocabulary words, lots of practice and repetition of sentences, grammar activities, role plays and, memorizing dialog and drills, new vocabulary and conversation when learning and teaching English.

Finally, in terms of the motivation and expectation category, the participant teacher restates the important role motivation plays when learning a foreign language.

### **Document analysis**

The document analysis procedure was used to identify whether the information obtained in the BALLI, and the background questionnaire which had questions about activities, material and evaluation of the oral skill were reflected in the goals of the course, teacher's lesson plan, learning guide and other documentary sources used by the teacher.

In this case, the document analyzed was the learning guide, which in SENA is the document used for the lesson planning. The learning guide is a seven parts document which is divided into:

Part #1 -Identification of the learning guide: this part contains the learning goals and the number of hours required to achieve that goal.

Part #2 -Presentation: this part gives a short description on the importance of the learning guide and the learning objectives to achieve.

Part #3 - Learning strategies: description of the class and the activities to work with students; these cover individual or group activities, assessment for learning, learning strategies, etc.

Part #4 – Assessment and evaluation: chart with a description of the type of activity to be delivered, how it should be delivered and how it would be evaluated.

Part #5 - glossary of terms

Part #6 - References

Part #7 – Cybergraphy: link and sites where students find activities and material related to class.

This learning guide was made to be developed in 30 hours and had as a main objective to: Carry out very short social and practical exchanges, with enough vocabulary to make a presentation or have a simple conversation on technical topics.

In part 3–learning strategies, the participant teacher has listed several activities to be develop in the 30 hours. Activities such as:

- Participates in short dialogues in which he asks for and gives specific information.
- Identify and use grammatical structures.
- Recognize and use vocabulary according to the level.
- Finds out technical vocabulary and expressions in advertisements, flyers, web pages, etc.
- Understands text in General and technical English.
- Finds out specific information in texts.

The learning guide analyzed showed no description of the methodology of the class neither examples of how the class would be developed. Furthermore, none of the activities, explanations,

or resources the participant teacher used or made during the whole observation stage is written or at least cited in the learning guides.

### **Triangulation**

The second part in this chapter is the triangulation of the information gathered from the instruments applied and looking for the connections and similarities between them.

This research followed a qualitative data approach which Cohen et al. (2011) view it as a process which involves organizing, accounting, for and explaining the data. In short making sense of data in terms of participants' definitions of the situation noting patterns, themes, categories, and regularities. Triangulation of data collected, as Cohen et al. (2011) defined it as the use of two or more methods of data collection in the study of some aspects of human behavior. Therefore, decisions on the type of data collection instruments have been made keeping in mind the objectives and research questions of the study and the triangulation attempts to answer these questions:

Research question:

How are teachers' beliefs about the teaching of speaking reflected in the language classroom?

Sub questions:

How are teachers' beliefs about the teaching speaking?

How do these beliefs influence teachers' pedagogical decisions about materials, activities, and evaluation?

In terms of the teacher's beliefs about teaching speaking, from the different instruments applied it is possible to deduce that the teacher has a very strong belief that the English class should focus on the formal aspects of the language (grammar, vocabulary) rather than communication (speaking).

The participant teacher considers that everybody can learn a foreign language and that there are people who have special talents to learn it. These two beliefs are somewhat contradictory but when observed, the teacher tends to use Spanish in class as he considers that exposing students to the language does not help them.

The teacher has a very traditional approach to language learning as he thinks it is necessary the use of multiple-choice tests, drills, and written and oral work when evaluating/assessing students.

This belief was confirmed during the observation stage where the most common activities used in class were written work and was also confirmed during the application of the teacher's belief and practices survey where the teacher stated that he uses multiple choice tests and written work to assess learning. When asked about the activities he used in class, the teacher stated:

T: "En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer un simulacro, un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo".

The participant teacher also believes that learning a foreign language is the same as learning other academic subjects. His classes support this belief when he did not have a well-prepared class with a clear goal, did not take into account students' level of the target language, or took random situations to make random sentences in the "Game", as when Exchanging the numbers of hours of the English course. He reaffirmed the belief that learning English is the same as learning another academic subject when he stated in the interview:

T: "Eso le pasa a todos los profesores a veces, no es porque sea Inglés eso es lo mismo en todas las materias. Los chicos no hacen los ejercicios, no practican en sus casas y cuando llegan a clase no se acuerdan de lo que se trabajó "



Thinking that learning and teaching speaking is the same as learning and teaching another academic subject is underestimating all the aspects the communicative skill has to offer in terms of accuracy, fluency, expressions, gestures, intonation, articulation, vocabulary, etc.

Although the participant teacher did not believe that learning a foreign language is mostly a matter of learning grammar rules; the answers given on the teacher's beliefs and practices surveys and during the interview showed he thinks different. During the survey the teacher stated that the teaching of speaking requires repetition, role- playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, also that tests, workshops, activities on the board, games are needed to do so. This was reinforced later on the interview when he expresses that:

T: "Aquí uno le tiene que enseñar el presente simple y las reglas gramaticales.."

T: "Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales"

With the use of grammatical rules and the grammatical component in each class rather than a communicative one where students were able to use the language and communicate there was no opportunity to see the target culture reflected in the lesson. This is understandable since the participant teacher believes that it is not necessary to know the English -speaking culture in order to speak the language, although he thinks is best learning English in an English-speaking country. It was not only reflected in his class during the observation but also on his lesson plans which show no recollection of the English -speaking culture.

Another important aspect to highlight from the instruments applied, is that the participant teacher expresses that students need English exposure in the language classroom, although he specified on the Teacher's beliefs and practices survey he teaches speaking, his

classes do not reflect this belief, since he considers that focusing on a communicative approach requires a lot of effort (speaking in English for around six hours in a row). This is because he thinks students cannot follow the class if it is totally in English as they have a low level.

Researcher: ¿Usted les habla todo el tiempo en Español?

T: No se puede, no se puede porque no entienden. Se les habla en Inglés y Español.

Y hablar en Inglés, imaginese hablar 6 horas de clase en Inglés, muy duro. No porque uno no sepa, es porque ellos no entienden, y al final siempre les tiene que repetir uno en Español.

This may imply that the teacher does not believe that exposing students to the language will eventually contribute to their language development. His classes support this belief as he uses Spanish (L1) most of the time. He just uses English (L2) to greet students and do some role-plays. When asked about the activities he used in class, the teacher stated:

T: “En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer una conversación, un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo la pronunciación”.

He also expressed that:

T: Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales, para que luego ellos sabiendo todo eso lo puedan practicar con los compañeros, puedan hacer oraciones y hasta role plays para que practiquen pronunciación y aprendan palabras y vocabulario nuevo y más aquí donde deben trabajar vocabulario técnico.

The application of the different instruments used in the research and their analysis show preferences in the implementation of grammar-oriented classes and methods. The participant

teacher who showed himself undecided when asked about if the most important part of learning a foreign language was grammar, demonstrated in the observation, in the interview and the survey the opposite.

He believes that the best way to learn English is by memorizing new vocabulary words and conversations, as he developed in class grammar-based activities and when working on the board, grammar structure was reinforced. Also, when giving students as advice to learn English the use of Duolingo and to make a list of the words to learn and write 50 sentences or phrases in English so they can get more vocabulary.

T: “Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales”

Furthermore, the participant teacher believes that the use of translation, grammar activities, roleplays, and memorizing dialogs and drills are needed when teaching English, as well as lot of practice and repetition of sentences. This conception does not differ with the stated above and held in the interview when he talks about the activities he used in class:

T: “Usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español”

T: “En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer una conversación, un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo la pronunciación”.

T: “En clase hablamos en Inglés para saludarnos, repitiendo palabras para practicar la pronunciación del vocabulario técnico – o en algunos juegos”

These beliefs may be the reason why pronunciation and social language related activities

were not implemented in class, as well as, speaking activities or tasks so that students were able to communicate information, necessities, likes, beliefs and opinions. None of these were evidenced during the teaching practice or reflected in the lesson planning, even though the participant teacher demonstrated to be in agreement with these beliefs in the language inventory, instead, technical language was taught in class.

An aspect to highlight is that in terms of motivation, the participant teacher clearly recognizes the important role motivation plays in learning and teaching how to speak a language and the importance classroom material, good environment, and multimedia technology have when promoting motivation and interest towards learning a language and the teaching of speaking. Some of these assumptions are reflected in the interview when the participant teacher expresses that he likes motivating students with games and candies, taking them to the English lab and watching movies.

“Y ellos motivados no se retiran de la formación entonces yo juego con ellos, los molesto, les traigo dulces, vemos películas, vamos al laboratorio de inglés, a mí me parece que si les gusta mucho”.

In terms of the influence of the teacher's beliefs on the English class, several conclusions can be obtained. As regards methodology, the teacher's approach to teaching, in spite that he does not agree in how important learning grammar is when learning a foreign language, in his teaching practice the majority of the time, he tends to implement grammar-oriented classes.

This was reflected in the following situations:

- Classes were taught in the mother tongue.

“Se les habla en inglés y en español. Las explicaciones y eso son en español, imagínese explicar el pasado simple en Inglés.”

- Much vocabulary was taught in the form of list of isolated words.

"Como ellos deben saber vocabulario técnico usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras"

- Long, elaborate explanations of grammar rules were given.

"Aquí uno le tiene que enseñar el presente simple y las reglas gramaticales.."

"Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales"

- Little or no attention was given to pronunciation.
- Students learnt grammatical rules and then applied those rules by translating sentences between the target language and the mother tongue.

When observed, it was noticed that students not only listened the teacher talking in Spanish during the whole class in the whole observation process, but also, they did not have opportunities to develop their communicative competence neither by communicative activities / task or by interacting among them, since the most common interaction pattern presented in his classes was Teacher- Student as the amount of teacher's talk was higher than the amount of student's talk.

Regarding the lesson planning, there was no evidence of a well-prepared class for any of the classes observed, since the activities of each class corresponded to the necessity of the moment. The teacher showed himself undecided with the belief that talked about the importance of a well-planned class with the appropriate methodology when teaching English.

He showed himself undecided perhaps because he is not accustomed to prepared lessons in advanced, thinking about a methodology that covers the necessities of his students and prepare the materials for the class in terms of the English level and needs.

The analysis of the learning guide, which in this institution serves as a lesson planner showed no description of methodology used in class, language skills worked, activities or materials used in terms of student's needs, level.

The learning guide is a seven parts document which was made to be developed in 30 hours; this document did not have any recollection of the methodology of the class neither examples of how the class would be develop. Furthermore, none of the activities, explanations, or resources the participant teacher used or made during the whole observation stage is written or at least cited in the learning guides. Therefore, there is a reason to believe that these documents although are used in SENA as teacher's lesson plans are not being used as they should.

In terms of the influence beliefs have on teacher's pedagogical decisions about material, it is important to mention that when confronting the instruments applied, the results obtained in the survey did not match reality. Although students identified some vocabulary and put into practice the grammatical structure used in class, in the observed classes there was not used of material of any kind that allowed the researcher to confront the affirmation of the survey, in terms of type of material used and their purpose.

As teacher stated on the survey, he did used the English lab, guides and material from the online courses but none of them promotes communication. Although the participant teacher believes the material used promotes communication between students, it was not observed during the observation stage.

The participant teacher stated as the most common materials used in class guides, English lab and material from the online courses. The English lab was used on the first day of the observation but despite the audiovisual aids this lab had, students only used laptops to complete the activities and download the remain guides or activities so they can develop them at home.

There was no evidence of the use of videos, audio, web material, overhead projector, smart board. Despite the audiovisual material the classroom had students focus on the written and grammatical part of the online courses: completing profiles, answering questions, tests, etc.

Regarding language use, on the observation of the teaching practice a number of key issues arise regarding to the beliefs the participant teacher has and how these influenced his teaching of speaking. Some of these are:

-Classes were taught in Spanish, and although classes were in Spanish, some translation was made from English to Spanish: Late, early.

T: No se puede, no se puede porque no entienden y después van y se quejan. Se les habla en Inglés y en Español. Si algunos les da duro el Español (Risas) - Y hablar en Inglés, imagínese hablar 6 horas de clase en Inglés – muy duro- no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español.

The use of L1 in the class was a common feature in the observation of the teaching practice, in fact, although the class was taught in Spanish the rare words in English were translated by the teacher, which was completely opposite to teacher's beliefs in which he showed himself undecided when asked about if learning a foreign language is mostly a manner of translating from English but was a recurrent practice in his classes. Since classes were in Spanish and rare words were translated from English to Spanish, pronunciation was another feature which did not play a significant role during the teaching of speaking. There were no activities to practice pronunciation which confirms teachers' beliefs about pronunciation not being a key element when learning and teaching how to speak a second language.

Another key aspect regarding language use is that the participant teacher does not implement the use of social language, there was no evidence of the target culture in class or

speaking activities and tasks to allow students to communicate information, necessities, likes, beliefs and opinions. None of these was evidenced during the teaching practice. The set of strategies used by the teacher in class were:

- Memorizing new vocabulary

A los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas.

- Memorizing conversations

En clase practicamos la pronunciación de las primeras 20 y luego ellos deben hacer una conversación un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario

- Role plays

Luego ellos sabiendo todo eso lo puedan practicar con los compañeros, puedan hacer oraciones y hasta role plays para que practiquen pronunciación y aprendan palabras y vocabulario nuevo y más aquí donde deben trabajar vocabulario técnico.

- Translating from English to Spanish

T: Uno le tiene que traer a los chicos textos que puedan traducir, oraciones. A los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español.

T: The participant teacher proposed a game. He says a sentence in Spanish, a student goes to the board and write the sentence in English.

Sentence #1. Ya casi es diciembre y no he comprador la ropa del 24

Sentence #2 Mi hermano se casará en abril porque en Mayo hace mucho calor.



Sentence #3 Tengo mucha hambre porque no pude desayunar antes de venir.

Taking into account the strategies used by the teacher, it is important to mention that the remaining observed classes had repetition of the same activity with some variations: time given to solve the sentence, student's participation, changing sentences difficulties, remembering the grammatical structures studies so students can solve the sentence. By the time the classes were observed none of the sentences were resolved, none of the students were able to translate the sentence from Spanish to English.

## Chapter 5. Discussion

In this chapter, I discuss the findings obtained during this research in relation to the relevant literature about the issues involved in the study. The discussion of such findings will be done based on two main categories that come from the research questions. First, the teacher's beliefs about the teaching of speaking and then, the influence of these beliefs on the teacher's pedagogical decisions about materials, activities and evaluation.

### **Teacher's beliefs about the teaching of speaking**

The first research question was addressed to identify the beliefs that the participant teacher held about teaching the speaking skill. It can be said that in the majority of the cases there is a close relation between what the teacher says (interview, BALLI, document analysis) and what he does (classroom observation). Also, some contradictions between the teacher's beliefs and what he does in his practice were identified. Understanding this misalignment between teacher's beliefs and practice could possibly affect student learning.

In terms of foreign language aptitude, there are two aspects identified. One refers to the educator as the participant teacher considers that speaking cannot be taught if the teacher does not feel confident in using the language. The second relates to the fact that for this teacher, it is easier to read and write the language than to speak it and understanding. These two beliefs affect the class greatly as the teaching of speaking seems to depend on the following aspects.

(a) teacher's confidence in their own speaking capacities

(b) teacher's approach to how speaking should be taught.

Ur (1996) states that speaking is complex and difficult to master because it contains linguistic and non-linguistic elements such as vocabulary, intonation, articulation, formal and informal expressions, gestures and so forth. If the teacher does not use English as the language

of communication in class because he does not feel students had the adequate proficiency, students will be missing not only the exposure to all the linguistic and non-linguistic features of the language, but also the opportunities for using the language to communicate necessities, likes and opinions. As observed in this study, the class was conducted mostly in Spanish because the teacher considered that students will not be able to understand what he was saying. Besides, as the participant teacher stated on the Teacher's beliefs and practices survey, and then reaffirmed in the interview, he used drilling exercises, written work, grammar-based activities, memorization of dialogs and translations for instruction and, multiple-choice tests for assessment. In the statements below that were taken from the interview, we can reaffirm this:

- “En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer una conversación, un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo la pronunciación”.
- Aquí uno le tiene que enseñar el presente simple y las reglas gramaticales
- “Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales”

In that sense, exposing students to the spoken language is a basic requirement as Harmer (2007) puts it: the key to successful pronunciation teaching is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken. This can have implications for teacher education programs as they should put an emphasis on helping teachers-to-be to develop their speaking proficiency and to understand that students should expose to the language. This will be crucial in their future teaching practice.

As stated by Richards (2008), speaking is sometimes the most neglected skill. Perhaps, the major reason, as Barajas (2013) states, lies on the fact that the speaking ability is

underestimated in foreign language learning contexts and taught with old- fashioned teacher centered- approaches. I would add that even it is not taught at all like in the case of this study.

Furthermore, the participant teacher equates teaching English to learning and teaching another academic subject. This belief indicates that the particular characteristics of learning a language are not taken into account. That can be confirmed with the types of activities (learn new vocabulary words, memorize conversations, dialogs, translate from L1 to L2) that the teacher implements in class which are more focused on learning about the language rather than learning to use the language. Therefore, it is possible to see that the teacher beliefs are affecting his pedagogical decisions as Phipps and Borg (2009) state. These two authors also say that these beliefs are rooted in the teacher education process and are “resistant to change”. Borg (2001) follows this idea when proposes that beliefs can be consciously or unconsciously held, and are considered as true by the professional, serving as a guide to thought and behavior. From the results, we may assume that this teacher’s beliefs, as he does not have formal education to be a teacher, could represent his experience as a learner.

One constant result is the discrepancy between what the teacher says and what he does in the class. For example, in spite of the activities that the teacher implements in class that we have mentioned above, he says that in order to develop speaking, it is necessary to teach communicative and social language. However, there is no evidence of this in the lesson plan or the classroom. This is also seen when the importance of motivation is addressed. The participant teacher says that he agrees on the important role motivation plays in learning and teaching speaking, through the use of effective material, technology and a good class environment. However, and as in other cases, there is no evidence of use of effective classroom material, or the implementation of activities to promote learning and motivation in the class. The only

“motivating” activity observed is that the teacher gives some candies to the students and the teacher said in the interview he used a movie in class.

In general terms, in this discussion, it is possible to see how the teacher’s beliefs about speaking reflect his structuralist view of the language which favors the implementation of activities such as learning grammar and vocabulary, memorizing dialogues. He also uses Spanish as the means of communication neglecting students the opportunity to be exposed to the language. These beliefs can be rooted in the fact that the teacher has no pedagogical education, and this is reflected in his view about how language should be learnt.

### **The influence of teacher’s beliefs on the teacher’s pedagogical decisions about materials, activities and evaluation.**

Teacher’s beliefs can influence actions that affect the learning process, teacher thinking, and the decisions made about content, task, and activities (Pajares, 1992). For this study and using the data collected, we tried to establish a relationship between what the teacher says he believes in and how this is reflected in his practice. Identifying these beliefs helps understand the way teachers teach.

According to the findings of this research, this teacher holds some beliefs about how an English class should be taught. However, we consider that he is not aware of how these beliefs influence what he does in class, specifically when teaching speaking. First, the use of Spanish as the means of communication in class. The teacher says that he speaks 50% of the class time in Spanish. The constant use of the L1 in an English language class does not allow learners to be exposed or interact in the target language. This also takes students’ opportunities to practice and learn the language. Shumin (1997) talks about the importance of interaction and how learners should acquire the skill through interaction with each other. It also points out how important is

exposure to the language in the EFL classroom since EFL learners have limited language use in their real lives.

In spite that he said that he speaks 50% of the class in L2 and that the interaction patterns most used are student – student and teacher- student, through the observation, none of this was seen. In class, what students mostly did was listening to the teacher teaching the class in Spanish and they did not participate as there were no activities that promote interaction among them. Therefore, there is a clear discrepancy here between what he thinks and what he does.

Second, regarding the benefits of lesson planning, the participant teacher was not convinced about the importance of preparing a well-planned class that responds to students' communicative needs, as stated in the institutional English program, and that includes appropriate activities and materials. No sign of a communicative approach to language learning and learning was evidenced in the observations in spite that this is what the program has established. In fact, the program has some learning guides that serve as lesson planners and that teachers are expected to fill in as a way to have a record of what has been taught. These guides include seven parts that address the description of the class, the methodology, material, activities and assessment strategies to use. When asked to share his learning guides, these documents were incomplete and no information about the class description or the methodology, activities to be used was included. Once more, we believe that because of the teacher's lack of formal pedagogical education, these guides were not completed as expected. He just follows what he thinks he should teach without he couldn't complete these guides as expected. As Williams and Burden (1997) say, a teacher's deep-rooted beliefs about how languages are learnt will pervade the classrooms actions more than a particular methodology she/he is told to adopt or the

coursebook she/he follows. Therefore, there is a reason to believe that these documents used as lesson planners are not being used as they should.

In terms of materials used in class, and as explained above, the guides did not include any information about what resources were going to be used in the classes. Although the participant teacher argued that the material used in class helped students to communicate, identify and use vocabulary and grammatical structures and recognize the parts of a sentence, when observed, no material was used.

From this analysis, we can say that there is a mismatch between some of the teacher's beliefs about teaching speaking and how he actually teaches this skill. What he said in the interview does not concur with what he does in the class or what was indicated in the BALLI. Some beliefs marked in the instrument as true or to be in agreement with were never reflected in the teaching practice while some others which were marked as undecided or not being in agreement with were clearly identified in the teaching practice influencing the teacher's pedagogical decisions.

While Richards (2008) states that oral skills have not been neglected in English language courses; the problem is related to teacher development in terms of how to teach oral communication. Herazo (2009) says that what constitutes authentic oral interaction is sometimes not clearly understood by teachers and some of the activities that take place in the classroom seem unlikely to generate meaningful opportunities for the development of this skill. From what the teacher says and does, he favors a very grammar translation approach to language teaching, and he does not give his students the opportunity to interact in the target language as he uses Spanish most of the time.

All this can be explained by the fact that this institution hires instructors who have no education as English teachers. Therefore, they don't know what approaches to follow to implement the institutional curriculum which has a communicative approach, what activities should be designed in order to achieve the learning goals established or what types of assessment can be used to evaluate students' learning. All this is reflected in the classroom and affects students' language development.



## Chapter 6. Conclusion

The role and importance of beliefs have been studied by different authors who have pointed out the strong relationship between what the teacher thinks and what they do in the class. There is enough theoretical research to indicate that beliefs influence the pedagogical decisions made. In the case of this study, we intended to determine how the teacher's beliefs about teaching speaking affected the teaching of this skill in a group of technician students. For that we conducted a qualitative research in a Technical Institution. Several instruments were applied in order to identify one teacher's beliefs and compare these beliefs with his actual teaching. The methodology of a case study was selected, and a high amount of information was gathered through different kinds of instruments.

Although there is an impressive body of literature about teachers' beliefs and their relation to classroom practice, in Colombia research in this area is scant. Therefore, this study aims to create local knowledge on the topic to benefit the academic community. Especial attention should be given to the context in which this research study took place as this is a national vocational institution that provides education for the workplace and serves an important number of Colombians who cannot afford university education.

The main findings of the research show that teachers' beliefs about their role as educators, the learning processes, the language learning process in this case, and what they want their students to learn have significant implications in the way they teach. Identifying and understanding these beliefs, practices and attitudes are an important contribution to the improvement of the educational processes.

Cohen and Fass (2001) said that teachers' beliefs about teaching speaking and their reality in the English as a foreign language class require guidance in order to make the class a truly

communicative experience. In the particular case of this institution, knowing the language should not be enough to become a teacher and if that is the case, these instructors should go through a teacher development program that helps them understand the principles of language education and the complexities of lesson planning and delivery in an attempt to minimize the effects of their pre-existing beliefs about teaching. In fact, the program should address these beliefs directly as a way to promote reflective practice and explore their own perceptions about what a language class should be like.

During the development of this study the research faced some limitations. These limitations were the following:

- It was difficult to get access to the teacher's learning guides before the observation process or during this. The analysis of this document completed two weeks after the observation process had finalized.
- Although classes in this technical institution go from 3 to 6 hours, the observation process was sometimes limited because of some external factors such as cultural events, visits to the institution, etc. Therefore, it was not possible to observe the six hours of class scheduled

This study was limited to one teacher because other teachers consulted were not interested in taking part of the study probably because their lack of confidence on what they were doing and did not want to have a professional teacher observing them. For further research on teachers' beliefs, it would be necessary to involve a larger group of instructors. In this way we can make more robust and generalizable conclusions based on more data.

As mentioned earlier more research is needed in Colombia in relation to the topic especially in institutions like the one in this study as the knowledge constructed should

inform teacher education and development programs about how to help teachers identify their beliefs so they can plan and deliver appropriate lessons for their students. From this study, we strongly suggest that institutions should have an established preparation program in which they get to know the curriculum, they can observe peers and go through a lesson planning process (materials, activities and assessments) so they can be more prepared for their classes.

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## Appendixes

### Classroom observations

#### Appendix 1 - Classroom observation #1

Class Observation # 1
Time: 7:00am - 9:00am

TOPIC	ITEM	Observed	Comments / examples
LESSON PLANNING	1. The teacher has a well-planned class with a methodology according to the students' level.	There is no evidence of a planned class.	The teacher was about to start talking on a grammar topic and a single question from a student changed his mind and started talking about online courses. Class focused on the explanation of the activities related to online English courses offered by SENA.
	2. The teacher uses a lesson plan or learning guide.	There is no evidence of the use of a lesson plan or learning guide.	Since the class was about the explanation of activities related to the online English courses, there was no opportunity to check if the participant teacher uses a learning guide or lesson plan.
	3. The teacher's lesson plan or learning guide includes 4 language skill activities.	There is no evidence of the use of a lesson plan or learning guide.	Since the class was about the explanation of activities related to the online English courses, there was no opportunity to check if the learning guide or lesson plan includes the 4 language skills.
LANGUAGE USE	4. Teacher implements speaking activities or tasks so that students are able to communicate information, necessities, likes, beliefs and opinions.	There were no implementation of speaking activities or tasks so that students were able to communicate information, necessities, likes, beliefs and opinions.	Activities made during class focused on grammar and writing.
	5. Pronunciation plays an important role in the class.	There were no activities to practice pronunciation.	Activities made during class focused on grammar and writing.
	6. The target culture is reflected in the lesson.	Target culture was not reflected in the lesson.	Target culture was not reflected in the lesson.
	7. The amount of students' talk is higher than teacher's talk.	Teacher talked most of the time.	The participant teacher talked most of the time when explaining the activities to students. Students focused on answering the activities on their laptops. There were few questions made by students to the teacher regarding the online courses. Students talked among them about the activities.
	8. Students are exposed to the English language in class: 100% 75% 50% 25% . The class was in Spanish.	Students were not exposed to the English language.	Class was taught in Spanish. Just a few times the participant teacher read the instructions of the activities in English or pronounce a random word in English.
	9. Teacher seems comfortable when talking in English, because he can do it most of the time and without difficulties.	Teacher did not seem comfortable when talking in English.	Class was taught in Spanish. Just a few times the participant teacher read the instructions of the activities in English or pronounce a random word in English.
	10. Teacher uses translation so that students can understand what he was trying to say.	Sometimes translation was used so that students can understand what he was trying to say.	Class was taught in Spanish. Just a few times the participant teacher read the instructions of the activities in English or pronounce a random word in English, after that he used translation.
STRATEGIES/ ACTIVITIES USED IN CLASS	11. Students are corrected all the time, so they could say words correctly.	Students were not corrected all the time.	
	12. Teacher uses a set of strategies to facilitate the learning process: *Memorizing new vocabulary. *Memorizing conversations. *Translating from English to Spanish. *Repetition of sentences. *Simulations *Reading aloud *Project work *Problem solving tasks * Information gap: descriptions * Role plays *Discussions *Debates *Monologues *Presentations *Brainstorming. *Small talks: asking for and giving information.	There is not used of any of these strategies to facilitate the learning process or the oral skill.	1. there is not use of strategies that facilitate the learning process or the speaking skills.  2. Students are working on the online english courses by completing a personal profile.  3. Students talk about the English course, and the activities related to that week.
	13. Activities focus on demonstrating grammar knowledge.	The Activities done in class have a grammatical component.	Activities made during class focused on grammar and writing (Personal profile, My ideal self, etc) - One student says that they have to introduce themselves: name, age, address, gender, etc by sending a recording. Students are told to do so on their homes since it takes too much time from the class.
	14. Activities focus on trying to keep a flow conversation.	There are no communicative activities.	Activities made during class focused on grammar and writing.
	15. Teachers uses audiovisual aids to teach. (Flash cards, overhead projector, handouts, computer, tape recorder, CD player)	Teacher uses audiovisual aids from the English lab (smart board, projector, laptops)	The English lab count with sufficient audiovisual aids and resources to have a fun, entertain and interested class.
RESOURCES	16. Use of technology (video, audio, web materials) is appropriate	The use of technology can be better.	Some student just used laptops to download the activities from the online course and save them in an usb. Some others tried to answer the activities on line.
	17. The teacher makes use of the English lab.	Teacher makes use of the English lab.	Teacher makes use of the English lab.
	18. Teacher uses appropriate teaching materials/aids, according to student English level.	There is a partial used of appropriate teaching materials/aids according to students english level.	Teacher uses audiovisual aids when the class is in the English lab (smart board, projector, laptops) - the teaching material used depends on the course level the student is enrolled and it is provided by the online course, since teacher does not used teaching material according to his lesson plan.
CLASSROOM ATMOSPHERE / MOTIVATION	19. Teacher motivates students to communicate.	There no communicative processes to develop the oral skill.	There no communicative processes to develop the oral skill.
	20. Material supports English language teaching and facilitates interaction.	There is no material to support English language teaching and facilitate interaction.	There is audiovisual material offered by the online courses but it is not meant to provide interaction since the online courses are not for groups but for a single person.
Other comments	The participant teacher indicates that students who complete the online course can download a 60 hours certificate and with this certificate they are allow to finish the English classes earlier. it means they do not have to work the amount of hours required which are 300 to 360 hours. Questions: what about students level? - Are classes for the online courses?		

## Appendix 2 – Classroom observation #2

Class Observation # 2
Time: 9:00am - 11:00am

TOPIC	ITEM	Observed	Comments / examples
LESSON PLANNING	1. The teacher has a well-planned class with a methodology according to the students' level.	There is no evidence of a planned class.	The participant teacher calls attendance. Some students approach to his desk. The rest of the class awaits for instruction. The participant teacher proposed a game because according to him, students were not motivated enough, this game does not take into account students level of English or the level they should achieve at the end of the course. what happened with the lesson plan for that day?
	2. The teacher uses a lesson plan or learning guide.	There is no evidence of the use of a lesson plan or learning guide.	When asked about the lesson plan or learning guide, the participant teacher said he would send it by mail, so it can be analysed.
	3. The teacher's lesson plan or learning guide includes 4 language skill activities.	There is no evidence of the use of a lesson plan or learning guide.	So far the class activities and interaction presented do not include four language skill activities.
LANGUAGE USE	4. Teacher implements speaking activities or task so that students are able to communicate information, necessities, likes, beliefs and opinions.	There are no activities that allow students to communicate information, necessities, likes, beliefs and opinions.	The proposed game was grammar based.
	5. Pronunciation plays an important role in the class.	There were no activities to practice pronunciation.	Activities made during class focused on grammar and writing.
	6. The target culture is reflected in the lesson.	Target culture was not reflected in the lesson.	Target culture was not reflected in the lesson.
	7. The amount of students' talk is higher than teacher's talk.		
	8. Students are exposed to the English language in class: 100% 75% 50% 25%. <b>The class was in Spanish.</b>	Class was in Spanish.	Class was in Spanish. Sometimes during the game students pronounce two or more words in English.
	9. Teacher seems comfortable when talking in English, because he can do it most of the time and without difficulties.	Teacher does not talk in English.	
	10. Teacher uses translation so that students can understand what he was trying to say.	Teacher uses translation.	Teacher translates from English to Spanish.
STRATEGIES/ ACTIVITIES USED IN CLASS	11. Students are corrected all the time, so they could say words correctly.		
	12. Teacher uses a set of strategies to facilitate the learning process: *Memorizing new vocabulary. *Memorizing conversations. *Translating from English to Spanish. *Repetition of sentences. *Simulations *Reading aloud *Project work *Problem solving tasks * Information gap: descriptions * Role plays *Discussions *Debates *Monologues *Presentations *Brainstorming. *Small talks: asking for and giving information.	Translation is used in Class.	Teacher translates from English to Spanish.
	13. Activities focus on demonstrating grammar knowledge.	The Activities done in class have a grammatical component.	The activity proposed for the class was a game. With a grammatical component, the aim of the game is for students to win 15 or 20 hours from the total of hours of the course which are 360 hours. <b>Instructions.</b> The participant teacher says a sentence in Spanish, and students translate it to English in a proper way. Sentences were given one by one, students work in pairs, some of them alone. To translate the sentences students used dictionaries, notebooks and their cellphones. After some time, teacher checks if the sentences are ok. <b>Sentence #1:</b> Ya casi es diciembre y no he comprado la ropa del 24 - <b>Sentence #2:</b> Mi hermana se va a casar en Abril porque en Mayo hace mucho calor. <b>Sentence #3:</b> Tengo mucha hambre porque no puede desayunar antes de venir.
	14. Activities focus on trying to keep a flow conversation.	There are no communicative activities.	
	15. Teachers uses audiovisual aids to teach. (Flash cards, overhead projector, handouts, computer, tape recorder, CD player)	There is no use of audiovisual material.	Students use dictionaries, notebooks and sometimes their cellphones to look for words. The participant teacher uses his personal computer for attendance, etc.
	16. Use of technology (video, audio, web materials) is appropriate	There is no use of technology in class.	Students use dictionaries, notebooks and sometimes their cellphones to look for words. The participant teacher uses his personal computer for attendance, etc.
	17. The teacher makes use of the English lab.	There was not use of the English lab.	The class was in a regular classroom.
	18. Teacher uses appropriate teaching materials/aids, according to student English level.	There is no use of teaching aids.	Teacher remains sit on his desk, saying random sentences, while students keep looking for their translation.
	19. Teacher motivates students to communicate.	Students are motivated by the teacher.	Students are motivated because they want to earn the 15 or 20 hours promised to make the course shorter if they translate the sentences.
	20. Material supports English language teaching and facilitates interaction.	There is no use of material to support English language teaching and facilitates interaction.	
Other comments	The game proposed by the participant teacher let some reflections: Game was prepared in class because students were unmotivated. What about the activities planned for that day? Second time in a row! - The game proposed does not take into account students' level of English, it is a mixture of grammar topics used and translation of sentences. At SENA the English classes are 150 to 180 hours length for technical students and 300 to 360 hours length for technologist students, in order to fulfill all the needs these students have in terms of the language. It is interesting to see how the game proposed promised to shorten these classes by giving 15 or 20 hours to students just by translating sentences without taking into account the level students should achieve. As a recommendation to learn English the participant teacher suggest the use of Duolingo and to make a list of the words the want to learn and write 50 sentences or phrases in English so they can get more vocabulary. The participant teacher suggests students to take those sentences to class to correct any mistakes in writing. Teacher also encourages students to work on the online courses SENA offers. Class ends half an hour earlier. At the end of the class none of the sentences was translated from Spanish to English.		

## Appendix 3 – Classroom observation #3

Class Observation # 3  
Time: 11:00am - 1:00pm

TOPIC	ITEM	Observed	Comments / examples
LESSON PLANNING	1. The teacher has a well-planned class with a methodology according to the students' level.	There is no evidence of a planned class.	The participant teacher makes a list about the grammar topics they have covered so far, and which in teachers' opinion are the most important part of English. They are: Verb to be, Present simple, p. Continuous, past, future.
	2. The teacher uses a lesson plan or learning guide.	There is no evidence of the use of a lesson plan or learning guide.	Last class the participant teacher said he would send the learning guide or lesson plan by mail, so it can be analysed.
	3. The teacher's lesson plan or learning guide includes 4 language skill activities.	There is no evidence of the use of a lesson plan or learning guide.	So far the class activities and interaction presented do not include four language skill activities.
LANGUAGE USE	4. Teacher implements speaking activities or task so that students are able to communicate information, necessities, likes, beliefs and opinions.	There are no activities that allow students to communicate information, necessities, likes, beliefs and opinions.	
	5. Pronunciation plays an important role in the class.	There were no activities to practice pronunciation.	
	6. The target culture is reflected in the lesson.	Target culture was not reflected in the lesson.	
	7. The amount of students' talk is higher than teacher's talk.	Teacher talked all he time.	Students just laughed and made jokes among them.
	8. Students are exposed to the English language in class: 100% 75% 50% 25%. <b>The class was in Spanish.</b>	Class was in Spanish.	
	9. Teacher seems comfortable when talking in English, because he can do it most of the time and without difficulties.	Teacher does not talk in English.	
	10. Teacher uses translation so that students can understand what he was trying to say.	Teacher uses translation.	Although class is in Spanish some words are translated from English to Spanish: late, early. Those words are listed on the board.
	11. Students are corrected all the time, so they could say words correctly.	Students are corrected not in pronunciation but in writing when practicing on the board.	
	12. Teacher uses a set of strategies to facilitate the learning process: *Memorizing new vocabulary. *Memorizing conversations. *Translating from English to Spanish. *Repetition of sentences. *Simulations *Reading aloud *Project work *Problem solving tasks * Information gap: descriptions * Role plays *Discussions *Debates *Monologues *Presentations *Brainstorming. *Small talks: asking for and giving information.	Translation is used in Class.	The activity developed during class required some students to go to the board and write a sentence from Spanish to English. <b>Sentence #1:</b> José y Dario no están aquí. A student who arrived late had to write <b>Sentence #2:</b> Teacher, yo no vine tarde. Someone who received a phonecall had to write <b>Sentence #3:</b> Yo pensé que mi celular estaba en silencio.
	13. Activities focus on demonstrating grammar knowledge.	The Activities done in class have a grammatical component.	The activities developed in class are grammar based activities and when working on the board, grammar structured is reinforced by the teacher.
	14. Activities focus on trying to keep a flow conversation.	There are no communicative activities.	
RESOURCES	15. Teachers uses audiovisual aids to teach. (Flash cards, overhead projector, handouts, computer, tape recorder, CD player)	There is no use of audiovisual material.	Board, markers, dictionaires and students notes are the resources used in class.
	16. Use of technology (video, audio, web materials) is appropriate	There is no use of technology in class.	
	17. The teacher makes use of the English lab.	There was not use of the English lab.	
	18. Teacher uses appropriate teaching materials/aids, according to student English level.	There is no use of teaching aids.	
CLASSROOM ATMOSPHERE / MOTIVATION	19. Teacher motivates students to communicate.	Students are motivated by the teacher.	Students laugh a lot and seem motivated with the class and with the teacher's jokes.
	20. Material supports English language teaching and facilitates interaction.	There is no use of material to support English language teaching and facilitates interaction.	

Other comments	Description of the activities of the day: Teacher started talking and listing the grammar topics they have covered so far and how important they were as the basic of English language. The activity proposed by the day was about translation. The teacher calls a student, he/she has to write the sentence on the board from Spanish to English; Since two students were not in class, the first sentences was: José y Dario no están aquí. Sentence #2 Profe yo no viene tarde ( because someone arrived late and said that) - A cellphone rang, so Sentence #3 is: Yo pensé que mi celular estaba en silencio. The participant teacher chooses sentences according to situations happening in the class (they are not prepared beforehand)- which makes me think about the planning of the class since and was the same activity as last class but without earning points.. When translating the first sentence the teacher helped the student with a pronoun (they) - also reminds her it goes with are (they are) - the student on the board was having problems with the sentence so the participant teacher laughed and said the students have forgotten 90 percent of everything he has taught them. At the end of the class none of the sentences was translated from Spanish to English.		
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## Appendix 4 - Classroom Observation#1 - Checklist

### Classroom Observation Checklist

As: Contabilidad y Finanzas 951045  
 Instructor: Gabriel Jaime Toro  
 Observer: Sunny Pablos Date: Oct. 10/2016  
 7:AM - 9AM

LESSON PLANNING	Observations	Comments (On what is observed)
The teacher has a well-planned class and activities are according to students' level.	La clase se enfocó en los cursos virtuales debido a una pregunta de una ss. y se movió el tema durante toda la clase.	Al poner el profe iba a empezar con su tema, pero la pres. de la ss cambió su decisión - no se evidenció una planeación estructurada.
The teacher uses a lesson plan or learning guide.	No se evidenció uso de guía de aprendizaje o planeador.	Solo se habló de los cursos virtuales.
The teacher's lesson plan or learning guide includes 4 language skill activities.	No se evidenció uso de la guía o lesson plan	Solo se habló de los cursos virtuales.
LANGUAGE USE		
Teacher implements speaking activities or tasks so that students are able to communicate information, necessities, likes, beliefs and opinions.	No hay Task/ Activities para Corroborar este punto.	
Pronunciation plays an important role in the class.	No hay actividades de Pronunciación	
The target culture is reflected in the lesson.	No hay actividades / lesson donde se refleje la parte cultural.	
The amount of students talk is higher than teacher's talk.	El profe habla todo el tiempo.	Profesor 90%. Student 10% para preguntas.

Students are exposed to the English language in class: 100% 75% 50% 25% The class was in Spanish.	La clase fue en español.	
Teacher seems comfortable when talking in English, because he can do it most of the time and without difficulties.	La clase fue en español.	solo al momento de leer una palabra o hacer una corrección.
Teacher uses translation so that students can understand what he was trying to say.	Aunque la clase fue en español al momento de hacer la actividad correspondiente al curso virtual se uso' translation.	
Students are corrected all the time, so they could say words correctly.	No hubo necesidad de corregir a los ss. El profe esta hablando en español	
<b>STRATEGIES / ACTIVITIES USED IN CLASS</b>		
Teacher used a set of strategies to facilitate the learning process: Memorizing new vocabulary. 13-15 Memorizing conversations. 13 Translating from English to Spanish. 16 Repetition of sentences. 21 Simulations Reading aloud. Project work. Problem solving tasks. Information gap: descriptions. Role plays. Discussions. Debates. Monologues. Presentations.	<ul style="list-style-type: none"> <li>- no se usaron estas actividades hasta el momento. El profe solo explica los cursos virtuales.</li> <li>- Estudiantes estan completando un perfil personal, un estudiante esta en el tablero dibujando el cuadro del perfil. El profe no ha podido acceder a la plataforma. El perfil es una tarea del curso virtual.</li> </ul>	Los actividades del día solo son del curso virtual. Los estudiantes comentan que semana van, o en cual estan atrasados y realizan las actividades del curso con ayuda del profesor.



Brainstorming. Small talks: asking for and giving information.		
Activities focus on demonstrating grammar knowledge.	Si. Hasta el momento las actividades del curso son totalmente gramaticales. - Perfil personal. - My ideal self.	Una estudiante cuenta que la semana 2 tiene un audio que debe grabar presentandole: name, age, address, gender, etc.
Activities focus on trying to keep a flow conversation.	No existe hasta el momento evidencia de actividades comunicativas.	
<b>RESOURCES</b>		
Teacher uses audiovisual aids to teach. (Flash cards, overhead projector, handouts, computer, tape recorder, CD player).	Se usa el laboratorio de inglés =. Tablero inteligente- PC principal - Video beam- Computadores y diademas.	El laboratorio cuenta con el recurso para hacer una clase animada y comunicativa, pero se usa para Formación virtual con contenidos gramaticales.
Use of technology (video, audio, web materials) is appropriate.	Los estudiantes no hacen uso de las diademas, solo los portátiles, para descargar las guías de las actividades de la semana.	Profesor y estudiantes pudieron acceder a los cursos virtuales. - Actividades individuales
The teacher makes use of the English lab.	Si.	
Teacher uses appropriate teaching materials/aids, according to student English level.	Se usa material audiovisual y lab- Pero mientras algunos realizan actividades del nivel E de los cursos virtuales, otros están en nivel beginner.	

<b>CLASSROOM ATMOSPHERE/ MOTIVATION</b>		
Teacher motivates students to communicate	No hay procesos comunicativos que desarrollen la habilidad oral.	
Material supports English language teaching and facilitates interaction.	Existe material audiovisual apropiado para la forma en que se está usando no facilita la interacción.	Los estudiantes trabajan de forma individual.

**Other Comments:**

La clase inició a las 7:00 am, son las 9:15, aproximadamente en 15 min los estudiantes salen a descanso y no ingresarán más al poder tienen una actividad en el auditorio - El profesor también le indicó a los estudiantes que los

que evidencien (certificado) que hicieron un curso virtual ya tiene 60 horas. ganadas del curso (360 hrs total) y que pueden salir antes que los demás (y el nivel de inglés que deben alcanzar??)  
- no hubo trabajo colaborativo / Grupal. - Interacción: Teacher - estudiantes.

**Suggestions for Improvements:**

- Definir si las clases son para virtualidad o presencialidad.
- Si un estudiante con 1 certificado de inglés virtual resta 60 hrs a la formación, donde queda el nivel de inglés según el HEET

## Appendix 5 - Classroom Observation #2 - Checklist

Classroom Observation Checklist		C: Contabilidad y Finanzas 451045 Instructor: Gabriel J. Toro Observer: Sony R. de la R. Date: Oct 17/2016 7AM-9AM
LESSON PLANNING	Observations	Comments (On what is observed)
The teacher has a well-planned class and activities are according to students' level.		
The teacher uses a lesson plan or learning guide.	I doesn't use a lesson plan or learning guide. When asked about the said he will email me the learning guide.	- wait for mail.
The teacher's lesson plan or learning guide includes 4 language skill activities.	Teacher'll email the lesson plan, coz he didn't have it in the class.	without checking the lesson plan, the class activities and interactions presented do not include 4 L. skill activities.
<b>LANGUAGE USE</b>		
Teacher implements speaking activities or tasks so that students are able to communicate information, necessities, likes, beliefs and opinions.	there are no sp activities that allow ss to communicate: beliefs - opinions - likes, etc	
Pronunciation plays an important role in the class.	7:30: no activities of pronunciation so far. • Teacher Proposed a Game: let's wait.	
The target culture is reflected in the lesson.	NO	
The amount of students talk is higher than teacher's talk.		

<p>Students are exposed to the English language in class:</p> <p>100%</p> <p>75%</p> <p>50%</p> <p>25%</p> <p>The class was in Spanish.</p>	<p>Class is in Spanish.</p> <p>ss are the ones that talk in English sometimes.</p>	
<p>Teacher seems comfortable when talking in English, because he can do it most of the time and without difficulties.</p>	<p>Teacher doesn't talk in English.</p>	
<p>Teacher uses translation so that students can understand what he was trying to say.</p>	<p>Teacher translates word from English To Spanish..</p>	<p>Class is in Spanish.</p>
<p>Students are corrected all the time, so they could say words correctly.</p>		
<p><b>STRATEGIES / ACTIVITIES USED IN CLASS</b></p>		
<p>Teacher used a set of strategies to facilitate the learning process:</p> <p>Memorizing new vocabulary. .</p> <p>Memorizing conversations. .</p> <p>Translating from English to Spanish. . ✓</p> <p>Repetition of sentences.</p> <p>Simulations</p> <p>Reading aloud.</p> <p>Project work.</p> <p>Problem solving tasks.</p> <p>Information gap: descriptions.</p> <p>Role plays.</p> <p>Discussions.</p> <p>Debates.</p> <p>Monologues.</p> <p>Presentations.</p>	<p>Translating From Spanish to English.</p> <p>Teacher proposes a game - interesting.</p>	<p>ss are asked by the teacher if they want to play a game where they will earn 15 hrs or more from the total hours of the course.</p>

Brainstorming. Small talks: asking for and giving information. Activities focus on demonstrating grammar knowledge.	The game is grammar based but ss talk a little bit.	Sometimes written sometimes oral (not so often).
Activities focus on trying to keep a flow conversation.	Game doesn't focus on conversation but grammar.	
<b>RESOURCES</b>		
Teacher uses audiovisual aids to teach. (Flash cards, overhead projector, handouts, computer, tape recorder, CD player).	No use of audiovisual material.	Board, marker, dictionaries, ss Cellphones to look for words. notebooks.
Use of technology (video, audio, web materials) is appropriate.	No use of technology.	marker board notebooks cellphones Dictionaries
The teacher makes use of the English lab.	Class was in a common classroom. Lab was not used.	— — —
Teacher uses appropriate teaching materials/aids, according to student English level.	No teaching aids.	— — —

CLASSROOM ATMOSPHERE/ MOTIVATION		
Teacher motivates students to communicate	ss are motivated because of the game - they really want to earn the 15-20 hrs.	ss whisper about how great would be to earn 15-20 hrs from the course.
Material supports English language teaching and facilitates interaction.	there is no material that allows interaction to work on the oral skill.	ss talk to each other to ask about the meaning of some words.

Other Comments:

the game: ss were really motivated about the game. For ss to win 15 or 20 hrs to the total of hours of the course (360) Teacher says a sentence in Spanish, and the ss that translate it to English in a proper way, wins the 15-20 hrs. [What about ss English level?

or the level they should achieve at the end of the course?

Sentence # 1 - Ya casi es diciembre y no he comprado la ropa del 24.

Sentence # 2 - Mi hermana no dijo que se va a casa en abril porque en mayo hace mucho calor.

Sentence # 3 Tengo mucha hambre porque no pude almorzar antes de venir.

Suggestions for Improvements:

- Sentences were given by f. ss worked alone, some others in pairs, they used dictionaries, cellphones and their notebooks notes but none of sentences was translated to English grammatically correct. Teacher then recommends ss to use duolingo to practice English, also to make a list of the things they want to learn and write 50 sentences/phrases of the ones they caught their attention, put those phrases in English, take them to the class so teacher can check the writing and after that, ss can learn them so they can get more vocabulary. Teacher also encourages ss to work on the online courses SENA offers to practice English. Class ends at 8:30 am.

## Appendix 6 - Classroom Observation #3 - Checklist

Classroom Observation Checklist		
LESSON PLANNING	Observations	Comments (On what is observed)
The teacher has a well-planned class and activities are according to students' level.	Teacher makes a list (Orally) about the grammar topics they had worked so far, and which teacher considers are the	important part of English, they are: Present simple - P. Continuous Future, Verb to be, past.
The teacher uses a lesson plan or learning guide.	Last class teacher was asked about his/her lesson plan, since he didn't have in class (As today) he said he will send it to	my mail. Haven't sent it so far. - I'm going to ask him again.
The teacher's lesson plan or learning guide includes 4 language skill activities.	- without checking the learning guide, yet. class activities reflect no use of 4 language skills.	
LANGUAGE USE		
Teacher implements speaking activities or tasks so that students are able to communicate information, necessities, likes, beliefs and opinions.	There are no speaking activities done in class.	
Pronunciation plays an important role in the class.	- So far.. there are no activities of pronunciation - Teacher repeats some words at random (maybe this is	the pronunciation ??). - Late - study
The target culture is reflected in the lesson.	NO.	
The amount of students talk is higher than teacher's talk.	Teachers talks all the time.	ss just laugh and make jokes.

Ass: Contabilidad y Finanzas 951045  
Instructor: Gabriel Toro  
Observer: Sammy Robles Date: Oct. 24/2016  
7AM - 9AM

Students are exposed to the English language in class: 100% 75% 50% 25% The class was in Spanish.	5x ?? The class was in Spanish.	
Teacher seems comfortable when talking in English, because he can do it most of the time and without difficulties.	Teacher doesn't talk in English.	
Teacher uses translation so that students can understand what he was trying to say.	Although class is in Spanish there is some translation of words. (late - early ...)	words are also written in English and Spanish in the board. (List).
Students are corrected all the time, so they could say words correctly.	ss are corrected not in pronunciation but in writing. (when writing on the board).	
<b>STRATEGIES / ACTIVITIES USED IN CLASS</b>		
Teacher used a set of strategies to facilitate the learning process: Memorizing new vocabulary. Memorizing conversations. Translating from English to Spanish. ✓ Repetition of sentences. Simulations Reading aloud. Project work. Problem solving tasks. Information gap: descriptions. Role plays. Discussions. Debates. Monologues. Presentations.	Translating from Spanish to English (Sentences).	→ T asked ss to go to the board and write in English: - "Jose y Dario no estan aqui." • Another ss on the board: One ss that arrived late had to write on the board: → Teacher, yo no vine tarde. • A ss who receives a phone call had to write on the board: "yo pense' que mi celular estaba en silencio".



Brainstorming. Small talks: asking for and giving information.		
Activities focus on demonstrating grammar knowledge.	All of the activities so far are grammar based. When translating from Spanish to English on the board - Grammar structure is ...	reinforced by the teacher.
Activities focus on trying to keep a flow conversation.	There is no conversation	
<b>RESOURCES</b>		
Teacher uses audiovisual aids to teach. (Flash cards, overhead projector, handouts, computer, tape recorder, CD player).	No use of audiovisual material	Board, marker, ss notes / notebooks.
Use of technology (video, audio, web materials) is appropriate.	No use of technology.	- Marker / board - 1 or 2 directions - ss notes.
The teacher makes use of the English lab.	The class was in a common classroom. Lab was not used this time.	
Teacher uses appropriate teaching materials/aids, according to student English level.	No teaching aids.	Marker - board.

## CLASSROOM ATMOSPHERE/ MOTIVATION

Teacher motivates students to communicate	ss laugh a lot and they feel motivated with Teacher's jokes about ss. 1) vea, ella antes sabio mucho y ya no sabe nada. (when ss don't know)	how to translate a sentence on the board). -ss who arrived late, had to write: yo no vine tarde, en the board.
Material supports English language teaching and facilitates interaction.	→ There is no material that facilitates interaction.	Bullying?? - motivation??

### Other Comments:

\* When T talks about the grammar topics they have covered so far to ss: "... we have worked the basic of English and the most important, ... and started writing the grammar topics mentioned before ... (ss are in the beginner level)

Teacher is calling ss to the board 1 by 1. # pronounces a sentence in Spanish and ss has to write them in English. Sentence # 1: Jose y Dario no estan aqui (the girl who has to write the sentence in Spanish is laughing. Some troubles with the translation) = she doesn't remember the pronoun (they) and the verb to be. Teacher helps the ss write the pronoun (they) - the classmates do not help her.

Teacher reminds ss they goes with verb to be = are (ss on the board seems to have trouble with the sentence) - teacher makes jokes on how the ss has forgotten 90% percent of everything she used to know - ss laugh. Teacher writes the whole sentence in English and then seems that we groan the ss.  
Sentence # 2: A ss that arrived late to class had to write from Spanish to English: prote, yo no vine tarde. T shows the diff. between late and afternoon. Teacher spells the word late, so ss can write it on a list they have on the board about unknown words = he spells the words with the letters in Spanish: ek - a - te - e L-A-T-E. (8:15).  
The academic Coordinator arrives and starts talking about wearing the uniform. At 9:00 am - ss are allowed to go to a break. Class ends.

## Appendix 7 - BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI) –

### Format

#### BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)

The following are beliefs English teachers hold about learning foreign languages.

Directions: For each item, please circle the number that indicates whether you:

(1) Strongly disagree (2) disagree (3) Undecided (4) agree (5) strongly agree.

There are no right or wrong answers. Please share your honest opinion and circle the right number.

For questions 33 -34, select the number that most closely corresponds to your opinion.

Strongly Disagree (SD)	Disagree (D)	Undecided (U)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

1. Everyone can learn to speak a foreign language	1	2	3	4	5
2. Some people are born with special abilities which helps them learn a foreign language.	1	2	3	4	5
3. It is necessary the use of multiple choice tests, drill and written and oral work when evaluating/assessing students.	1	2	3	4	5
4. Learning a foreign language is the same as learning other academic subjects.	1	2	3	4	5

5. All children can learn a second language accent free.	1	2	3	4	5
6. If students are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	1	2	3	4	5
7. Learning a foreign language is mostly a matter of learning grammar rules.	1	2	3	4	5
8. It is best to learn English in an English-speaking country.	1	2	3	4	5
9. It is necessary to know the English -speaking culture in order to speak Language.	1	2	3	4	5
10. The use of translation, grammar activities, role –plays and memorizing dialogs and drills are needed when teaching of English.	1	2	3	4	5
11. It is unnecessary English exposure in the language classroom since students will never use it in real life situations outside the classroom.	1	2	3	4	5
12. Teaching speaking implies teaching fluency and accuracy	1	2	3	4	5
13. It is easier to read and write this language than to speak and understand it	1	2	3	4	5
14. The best way to learn English is by memorizing new vocabulary and conversations.	1	2	3	4	5
15. You should not say anything in English until you can't say it correctly.	1	2	3	4	5
16. Learning a foreign language is mostly a matter of learning many new vocabulary words.	1	2	3	4	5

17. Learning a foreign language is mostly a matter of translating from English.	1	2	3	4	5
18. Pronunciation is the most important element when learning and teaching how to speak a second language.	1	2	3	4	5
19. Teachers should not speak in the second language to their students all the time because they may not understand.	1	2	3	4	5
20. Speaking activities or tasks are used in the classroom to communicate information, necessities, likes, beliefs and opinions.	1	2	3	4	5
21. The most important part of teaching English is social language.	1	2	3	4	5
22. Lot of practice and repetition of sentences is needed when learning English.	1	2	3	4	5
23. Oral work demands a lot of effort from the teacher.	1	2	3	4	5
24. Teaching English required a well-planned class with the appropriate methodology.	1	2	3	4	5
25. Teachers only need to speak the language to be able to teach it.	1	2	3	4	5
26. The most important part of learning a foreign language is learning grammar.	1	2	3	4	5
27. It is better not to teach speaking if teachers do not feel confident using it.	1	2	3	4	5
28. I feel shy speaking in English in front of other people.	1	2	3	4	5
29. The use of multimedia technology in language teaching promotes students' motivation and learning interest in the English Language.	1	2	3	4	5

30. Some people do not speak in English because they are insufficiently motivated.	1	2	3	4	5
31. Classroom materials and environment affects the teaching of Speaking.	1	2	3	4	5
32. Motivation plays an important role in learning and teaching how to speak.	1	2	3	4	5

33. If someone spent one hour a day learning a language, how long would it be for him/her to become fluent?

- Less than a year
- 1-2 years
- 3-5 years
- 5-10 years
- You cannot predict the result from the numbers of hours assigned

34. English is:

- A very difficult language.
- A difficult language.
- A language of medium difficulty.
- An easy language.
- A very easy language.

This version adapted with changes from:

HORWITZ, E. K. (2008). Becoming a language teacher: A practical guide to second language learning and teaching (pp.233-234). Boston, MA: Pearson, Allyn and Bacon.

HORWITZ, E. K. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. (pp. 283-294) The modern journal - Vol. 72, No. 3

## **Appendix 8 - BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI) –**

### **Answers**

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#### **BELIEFS ABOUT LANGUAGE LEARNING INVENTORY (BALLI)**

The following are beliefs English teachers hold about learning foreign languages.

**DIRECTIONS:** For each item, please choose the number that indicates whether you:  
(1) Strongly disagree (2) disagree (3) Undecided (4) agree (5) strongly agree. There are no right or wrong answers. Please share your honest opinion and circle the right number.

For questions 33 -34, select the number that most closely corresponds to your opinion.

**Dirección de correo electrónico \***

[gabrieljtoro@gmail.com](mailto:gabrieljtoro@gmail.com)





**DIRECTIONS:** For each item, please choose the number that indicates whether you: (1) Strongly disagree (2) disagree (3) Undecided (4) agree (5) strongly agree. There are no right or wrong answers. Please share your honest opinion and circle the right number.

Strongly Disagree (SD)	Disagree (D)	Undecided (U)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

## BELIEFS ABOUT LANGUAGE LEARNING

It is unnecessary English exposure in the language classroom since students will never use it in real life situations outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching speaking implies teaching fluency and accuracy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easier to read and write this language than to speak and understanding it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The best way to learn English is by memorizing new vocabulary and conversations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
You should not say anything in English until you can't say it correctly	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning a foreign language is mostly a matter of learning many new vocabulary words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Learning a foreign language is mostly a matter of translating from English.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pronunciation is the most important element when learning and teaching how to speak a second language.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should not speak in the second language to their students all the time because they may not understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Speaking activities or tasks should be used in the classroom to communicate information, necessities, likes, beliefs and opinions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

The most important part of teaching English is social language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lot of practice and repetition of sentences is needed when learning English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Oral work demands a lot of effort from the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching English required a well-planned class with the appropriate methodology.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers only need to speak the language to be able to teach it.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The most important part of learning a foreign language is learning grammar structures.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is better not to teach speaking if teachers do not feel confident using it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I feel shy speaking in English in front of other people.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of multimedia technology in English language teaching promotes students' motivation and learning interest in the English Language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Some people do not speak in English because they are insufficiently motivated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Classroom materials and environment affects the teaching of Speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Motivation plays an important role in learning and teaching how to speak.

☐☐☐☒☐

Directions: For questions 33 -34, select the number that most closely corresponds to your opinion.

33. If someone spent one hour a day learning a language, how long would it be for him/her to become fluent? \*

☐ Less than a year

☐ 1-2 years

☐ 3-5 years

☐ 5-10 years

☒ You cannot predict the result from the numbers of hours assigned

34. English is:

☐ A very difficult language.

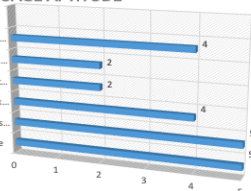
☐ A difficult language.

☒ A language of medium difficulty.

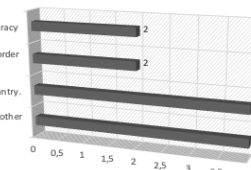
☐ An easy language.

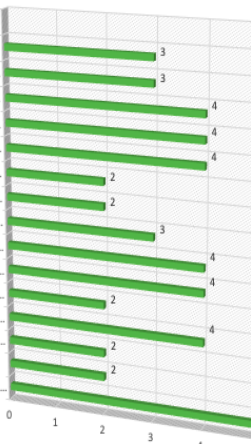
☐ A very easy language.

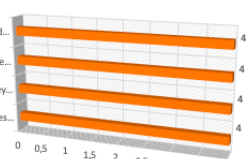
## Appendix 9 - BELIEFS ABOUT LANGUAGE LEARNING INVENTORY - Answers


1. Everyone can learn to speak a foreign language	5	<div>FOREIGN LANGUAGE APTITUDE</div>  <table><tr><th>Item</th><th>Score</th></tr><tr><td>1. Everyone can learn to speak a foreign language</td><td>5</td></tr><tr><td>2. Some people are born with special abilities which helps them learn a foreign language</td><td>5</td></tr><tr><td>13. It is easier to read and write this language than to speak and understand it</td><td>4</td></tr><tr><td>15. You should not say anything in English until you can't say it correctly</td><td>2</td></tr><tr><td>25. Teachers only need to speak the language to be able to teach it</td><td>2</td></tr><tr><td>27. It is better not to teach speaking if teachers do not feel confident using it</td><td>4</td></tr></table>	Item	Score	1. Everyone can learn to speak a foreign language	5	2. Some people are born with special abilities which helps them learn a foreign language	5	13. It is easier to read and write this language than to speak and understand it	4	15. You should not say anything in English until you can't say it correctly	2	25. Teachers only need to speak the language to be able to teach it	2	27. It is better not to teach speaking if teachers do not feel confident using it	4
Item	Score															
1. Everyone can learn to speak a foreign language	5															
2. Some people are born with special abilities which helps them learn a foreign language	5															
13. It is easier to read and write this language than to speak and understand it	4															
15. You should not say anything in English until you can't say it correctly	2															
25. Teachers only need to speak the language to be able to teach it	2															
27. It is better not to teach speaking if teachers do not feel confident using it	4															
2. Some people are born with special abilities which helps them learn a foreign language.	5															
13. It is easier to read and write this language than to speak and understand it	4															
15. You should not say anything in English until you can't say it correctly.	2															
25. Teachers only need to speak the language to be able to teach it.	2															
27. It is better not to teach speaking if teachers do not feel confident using it.	4															

33. If someone spent one hour a day learning a language, how long would it be for him/her to become fluent?	You cannot predict the result from the numbers of hours assigned	
34. English is:	A language of medium difficulty.	

4. Learning a foreign language is the same as learning other academic subjects.	4	<div>THE NATURE OF LANGUAGE</div>  <table><tr><th>Item</th><th>Score</th></tr><tr><td>4. Learning a foreign language is the same as learning other academic subjects</td><td>4</td></tr><tr><td>8. It is best to learn English in an English-speaking country</td><td>4</td></tr><tr><td>9. It is necessary to know the English-speaking culture in order to speak Language</td><td>2</td></tr><tr><td>12. Teaching speaking implies teaching fluency and accuracy</td><td>2</td></tr></table>	Item	Score	4. Learning a foreign language is the same as learning other academic subjects	4	8. It is best to learn English in an English-speaking country	4	9. It is necessary to know the English-speaking culture in order to speak Language	2	12. Teaching speaking implies teaching fluency and accuracy	2
Item	Score											
4. Learning a foreign language is the same as learning other academic subjects	4											
8. It is best to learn English in an English-speaking country	4											
9. It is necessary to know the English-speaking culture in order to speak Language	2											
12. Teaching speaking implies teaching fluency and accuracy	2											
8. It is best to learn English in an English-speaking country.	4											
9. It is necessary to know the English-speaking culture in order to speak Language.	2											
12. Teaching speaking implies teaching fluency and accuracy	2											

3. It is necessary the use of multiple choice tests, drills, and written and oral work when evaluating/assessing students.	5	<div>LEARNING STRATEGIES AND COMMUNICATION STRATEGIES</div>  <table><tr><th>Item</th><th>Score</th></tr><tr><td>3. It is necessary the use of multiple choice tests, drills, and written and oral work when evaluating/assessing students</td><td>5</td></tr><tr><td>5. All children can learn a second language accent free.</td><td>2</td></tr><tr><td>7. Learning a foreign language is mostly a matter of learning grammar rules.</td><td>2</td></tr><tr><td>10. The use of translation, grammar activities, role-plays and, memorizing dialogs and drills are needed when teaching English.</td><td>4</td></tr><tr><td>11. It is unnecessary English exposure in the language classroom since students will never use it in real life situations outside the classroom.</td><td>2</td></tr><tr><td>14. The best way to learn English is by memorizing new vocabulary and conversations.</td><td>4</td></tr><tr><td>16. Learning a foreign language is mostly a matter of learning many new vocabulary words.</td><td>4</td></tr><tr><td>17. Learning a foreign language is mostly a matter of translating from English.</td><td>3</td></tr><tr><td>18. Pronunciation is the most important element when learning and teaching how to speak a second language.</td><td>2</td></tr><tr><td>19. Teachers should not speak in the second language to their students all the time because they may not understand.</td><td>2</td></tr><tr><td>20. Speaking activities or tasks are used in the classroom to communicate information, necessities, likes, beliefs and opinions.</td><td>4</td></tr><tr><td>21. The most important part of teaching English is social language.</td><td>4</td></tr><tr><td>22. Lot of practice and repetition of sentences is needed when learning English.</td><td>4</td></tr><tr><td>24. Teaching English required a well-planned class with the appropriate methodology.</td><td>3</td></tr><tr><td>26. The most important part of learning a foreign language is learning grammar.</td><td>3</td></tr></table>	Item	Score	3. It is necessary the use of multiple choice tests, drills, and written and oral work when evaluating/assessing students	5	5. All children can learn a second language accent free.	2	7. Learning a foreign language is mostly a matter of learning grammar rules.	2	10. The use of translation, grammar activities, role-plays and, memorizing dialogs and drills are needed when teaching English.	4	11. It is unnecessary English exposure in the language classroom since students will never use it in real life situations outside the classroom.	2	14. The best way to learn English is by memorizing new vocabulary and conversations.	4	16. Learning a foreign language is mostly a matter of learning many new vocabulary words.	4	17. Learning a foreign language is mostly a matter of translating from English.	3	18. Pronunciation is the most important element when learning and teaching how to speak a second language.	2	19. Teachers should not speak in the second language to their students all the time because they may not understand.	2	20. Speaking activities or tasks are used in the classroom to communicate information, necessities, likes, beliefs and opinions.	4	21. The most important part of teaching English is social language.	4	22. Lot of practice and repetition of sentences is needed when learning English.	4	24. Teaching English required a well-planned class with the appropriate methodology.	3	26. The most important part of learning a foreign language is learning grammar.	3
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29. Multimedia technology in language teaching promotes student's motivation and learning interest in the English language.	4	<div>MOTIVATION AND EXPECTATION</div>  <table><tr><th>Item</th><th>Score</th></tr><tr><td>29. Multimedia technology in language teaching promotes student's motivation and learning interest in the English language</td><td>4</td></tr><tr><td>30. Some people do not speak in English because they insufficiently motivated.</td><td>4</td></tr><tr><td>31. Classroom materials and environment affects the teaching of Speaking.</td><td>4</td></tr><tr><td>32. Motivation plays an important role in learning and teaching how to speak.</td><td>4</td></tr></table>	Item	Score	29. Multimedia technology in language teaching promotes student's motivation and learning interest in the English language	4	30. Some people do not speak in English because they insufficiently motivated.	4	31. Classroom materials and environment affects the teaching of Speaking.	4	32. Motivation plays an important role in learning and teaching how to speak.	4
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6. If students are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	2	<div>THE DIFFICULTIES OF LANGUAGE LEARNING</div>  <table><tr><th>Item</th><th>Score</th></tr><tr><td>6. If students are allowed to make mistakes in the beginning it will be hard to get rid of them later on</td><td>2</td></tr><tr><td>23. Oral work demands a lot of effort from the teacher.</td><td>4</td></tr><tr><td>28. I feel shy speaking in English in front of other people.</td><td>2</td></tr></table>	Item	Score	6. If students are allowed to make mistakes in the beginning it will be hard to get rid of them later on	2	23. Oral work demands a lot of effort from the teacher.	4	28. I feel shy speaking in English in front of other people.	2
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## Appendix 10 – Teacher’s beliefs and practices survey

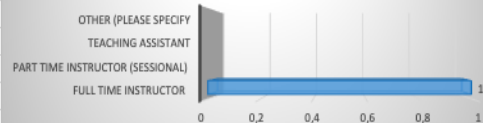
### TEACHER’S BELIEFS AND PRACTICES SURVEY.

#### (A) PARTICIPANT'S BACKGROUND

<b>Q1</b>	<b>What is your age?</b>	62
<b>Q2</b>	<b>What is your highest educational degree?</b>	Professional
	Professional Magister Doctor	
<b>Q3</b>	<b>Where did you receive your highest educational degree?</b>	Colombia
	Colombia Abroad English speaking country	
<b>Q4</b>	<b>List any specialized training you have completed for teaching English. (i.e. in-service programs, workshops, conferences, etc.) - Please describe the professional development</b>	
	NINGUNO	
<b>Q5</b>	<b>Do you have any TESOL certificates, diplomas, or teacher licenses? Which one?</b>	
	NO	
<b>Q6</b>	<b>How many total years have you taught English as a foreign language? (Including this year).</b>	
	SIX YEARS	

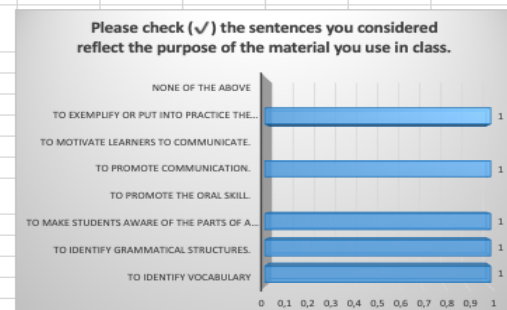
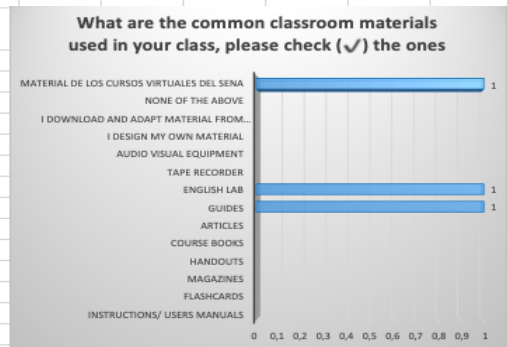
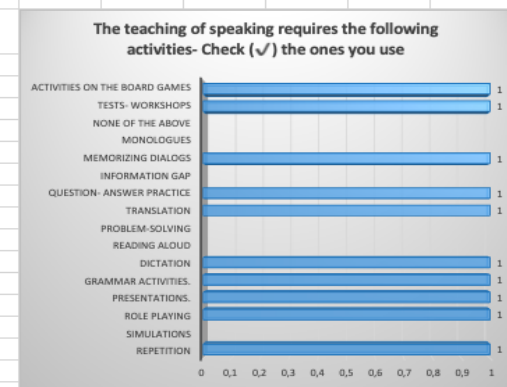
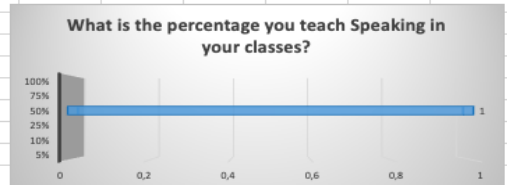
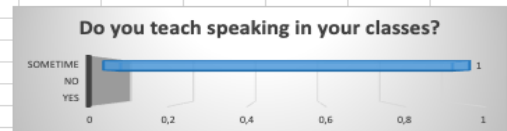
<b>Q7</b>	<b>What is your position at this institution?</b>	
	Full time instructor	1
	Part time instructor (Sessional)	
	Teaching assistant	
	Other (please specify)	
<b>Q8</b>	<b>How many years have you taught in this institution? (Including this year).</b>	
	EIGHT YEARS	

#### What is your position at this institution?



(B) Materials, activities and assessment.

<b>Q9</b>	<b>Do you teach speaking in your classes?</b>	
	YES	
	NO	
	SOMETIME	1
<b>Q10</b>	<b>What is the percentage you teach Speaking in your classes?</b>	
	5%	
	10%	
	25%	
	50%	1
	75%	
	100%	
<b>Q11</b>	<b>The teaching of speaking requires the following activities- Check (✓) the ones you use:</b>	
	Repetition	1
	Simulations	
	Role playing	1
	Presentations.	1
	Grammar activities.	1
	Dictation	1
	Reading aloud	
	Problem-solving	
	Translation	1
	Question- Answer practice	1
	Information gap	
	Memorizing dialogs	1
	Monologues	
	None of the above	
	TESTS- WORKSHOPS	1
	ACTIVITIES ON THE BOARD GAMES	1
<b>Q12</b>	<b>What are the common classroom materials used in your class, please check (✓) the ones :</b>	
	Instructions/ users manuals	
	Flashcards	
	Magazines	
	Handouts	
	Course books	
	Articles	
	Guides	1
	English lab	1
	Tape recorder	
	Audio visual equipment	
	I design my own material	
	I download and adapt material from internet	
	None of the above	
	MATERIAL DE LOS CURSOS VIRTUALES DEL SENA	1
<b>Q13</b>	<b>Please check (✓) the sentences you considered reflect the purpose of the material you use in class.</b>	
	To Identify Vocabulary	1
	To identify grammatical structures.	1
	To make students aware of the parts of a sentence.	1
	To promote the oral skill.	
	to promote communication.	1
	To motivate learners to communicate.	
	To exemplify or put into practice the grammatical structure that is being taught in class.	1
	None of the above	



**When assessing speaking, please check (✓) the activities you use according to your students proficiency level (Basic user).**

Activity	Frequency
ORAL DESCRIPTIONS	1
CONVERSATIONS	1
DISCUSSIONS	1

Please check (✓) the type of evaluating / assessment strategies you use in class.

**Assessment for learning**

Assessment Strategy	Frequency (approximate)
PORTFOLIOS	0.05
ORAL AND WRITTEN REFLECTIONS.	0.05
CLASSROOM ASSESSMENT.	0.05
SELF-EVALUATION.	0.05
RUBRICS.	0.05

Please check (✓) the type of evaluating / assessment strategies you use in class.

Assessment of learning

Assessment Strategy	Frequency (0 to 1)
SIMULATIONS.	~0.05
FINAL PROJECT.	~0.05
TEST- MULTIPLE CHOICE	1
MULTIPLE CHOICE.	1
WRITTEN AND ORAL WORK	1

Please check (✓) the most common interaction patterns that are presented in your classes.

Interaction Pattern	Frequency
STUDENT - MATERIAL	0
TEACHER - STUDENT	1
STUDENT - STUDENT	1
STUDENT - TEACHER	1



## Appendix 11 – Teacher's beliefs and practices survey -Format

### TEACHER'S BELIEFS AND PRACTICES SURVEY.

Dear teacher:

The purpose of this survey is to find out information about the processes inside the classroom. This study is being conducted so we can learn more about teachers' speaking beliefs and classroom practices in terms of materials, activities and evaluation. Please take about 15 minutes to complete this survey and return it.

Your answers will be confidential and your participation is entirely voluntary. You may withdraw consent and terminate participation at any time without consequence.

Thanks for your help! Please contact me if you have any concerns about the study.

Samy R. Roble  
3045324997  
[Samiarobles@gmail.com](mailto:Samiarobles@gmail.com)

*"I have been fully informed of the above –described procedure, its possible benefits and risks and I give my permission in the study."*

**Your Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_, 2016

**(A) Participant's Background:**

Please answer the following questions or check the appropriate response. This is for research purposes only and your responses will be kept confidential at all times.

1. What is your age? 62

3. What is your highest educational degree? professional

4. Where did you receive your highest educational degree?

☒ a) Colombia

b) Abroad

c) English speaking country

4. List any specialized training you have completed for teaching English. (i.e. in-service programs, workshops, conferences, etc.) - Please describe the professional development.

ninguno

5. Do you have any TESOL certificates, diplomas, or teacher licenses? Which one? no certificados

6. How many total years have you taught English as a foreign language? (Including this year). 6 years.

7. What is your position at this institution?

☒ a) Full time instructor

b) Part time instructor (Sessional)

c) Teaching assistant

d) Other (please specify) \_\_\_\_\_

8. How many years have you taught in this institution? (Including this year).

0 years.

**(B) Materials, activities and assessment.**

1. Do you teach speaking in your classes?

☐ Yes

☐ No

☒ Sometimes

2. What is the percentage you teach Speaking in your classes?

☐ 5%

☐ 25%

☐ 75%

☐ 10%

☒ 50%

☐ 100%

3. The teaching of speaking requires the following activities- Check (✓) the ones you use.

☒ Repetition

☒ Question- Answer practice

☐ Simulations

☐ Information gap

☒ Role playing

☒ Memorizing dialogs

☒ Presentations.

☐ Monologues

☒ Grammar activities.

☐ None of the above

☒ Dictation

Other (Please specify)

☐ Reading aloud

Tests — Workshops

☐ Problem-solving

Activities on the board

☒ Translation

Games

4. What are the common classroom materials used in your class, please check (✓) the ones you used.

☐ Instructions/ users manuals

☐ Handouts

☐ Flashcards

☐ Course books

☐ Magazines

☐ Articles

☒ Guides

☒ English lab

☐ Tape recorder

☐ Audio visual equipment

☐ I design my own material

☐ I download and adapt material from internet

☐ None of the above

Other (Please specify)

Material de los cursos virtuales del SENA

5. Please **check (✓)** the sentences you considered reflect the purpose of the material you use in class.

☒ To Identify Vocabulary

☒ To identify grammatical structures.

☒ To make students aware of the parts of a sentence.

☐ To promote the oral skill.

☒ to promote communication.

☐ To motivate learners to communicate.

☒ To exemplify or put into practice the grammatical structure that is being taught in class.

☐ None of the above

☐ Other (Please specify)

6. When assessing speaking, please **check (✓)** the activities you use according to your students proficiency level (Basic user).

☒ Discussions

☐ Simulations

☒ Conversations

☒ Monologues

☐ Oral descriptions

☐ None of the above

Other (Please specify)

\_\_\_\_\_

\_\_\_\_\_

7. Please **check (✓)** the type of evaluating / assessment strategies you use in class.

Assessment for learning

\_\_\_ Rubrics.

\_\_\_ Self-evaluation.

\_\_\_ Classroom assessment.

\_\_\_ Oral and written reflections.

\_\_\_ Portfolios

Assessment of learning

☒ Written and oral work

☒ Multiple choice.

☒ Test- multiple choice

\_\_\_ Final project.

\_\_\_ Simulations.

8. Please **check (✓)** the most common interaction patterns that are presented in your classes.

\_\_\_ Student - Teacher

☒ Student - Student

☒ Teacher- student

\_\_\_ Student- material

## Appendix 12 – Semi - structured interview – chart

Questions	Answers	Belief Item	Belief Category
1. Profe en la respuesta del BALLI usted respondió estar de acuerdo en que cualquier persona puede hablar un idioma extranjero, pero luego dice estar totalmente de acuerdo en que para hablar un idioma se necesitan habilidades especiales. ¿Podría explicarme que quiso decir con esto?	Bueno reina la verdad es que a veces aquí uno tiene mucho que hacer o esta muy ocupado y andaba de afán ese día. Yo si creo que cualquiera puede hablar un idioma extranjero y en la otra pregunta estaba distraído y pensé que era la misma pregunta, pero de ahí en adelante empecé a ser mas cuidadoso con las rtas.	1. Everyone can learn to speak a foreign language.  2. Some people are born with special abilities which helps them learn a foreign language	Foreign Language Aptitude
2. Entonces, Qué me puede decir cuando afirmaba que es mejor aprender Inglés en un país de habla Inglesa?	Reinita mire, yo aprendí Inglés en Estados Unidos y viví allá 26 años y aunque creo que cualquiera puede aprenderá hablar un idioma extranjero no podemos comparar el Inglés de Aquí con el de allá. Siempre será mejor la forma como habla un nativo y la forma como lo enseñan tampoco se puede comparar.	8. It is best to learn English in an English -speaking country.	The nature of language learning
3. ¿A qué se refiere?	Es que acá todo es muy duro, a veces los chicos no tienen con quien estudiar en sus casas y cuando vienen otra vez a clase ya se les ha olvidado todo lo que trabajamos y a veces no practican tampoco. Y uno busca las estrategias, pero no siempre funcionan. Eso les pasa a todos los profesores a veces no es porque sea Inglés eso es lo mismo en todas las materias. Los chicos no hacen los ejercicios, no practican en sus casas y cuando llegan a clase no se acuerdan de lo que se trabajó y como la clase es cada 8 días es más duro, si me entiende?	4. Learning a foreign language is the same as learning other academic subjects.	The nature of language learning

4. ¿Qué tipo de estrategias usa usted con sus aprendices?	Allá como usted está en un contexto donde todos hablan inglés es más fácil todo, aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales, para que luego ellos sabiendo todo eso lo puedan practicar con los compañeros, puedan hacer oraciones y hasta role plays para que practiquen pronunciación y aprendan palabras y vocabulario nuevo y más aquí donde deben trabajar vocabulario técnico.	17. Learning a foreign language is mostly a matter of translating from English.  26. The most important part of learning a foreign language is learning grammar.	Learning strategies and communication strategies
5. ¿Que tipo de actividades aparte del role play usa para que practiquen la pronunciación o como es la metodología que usted usa, podría explicarme?	Ve niña, como ellos deben saber vocabulario técnico usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español. En clase practicamos la pronunciación de las primeras 20 y luego ellos deben hacer una conversación un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evaluó la pronunciación.	10. The use of translation, grammar activities, role-plays and, memorizing dialogs and drills are need when teaching English.  16. Learning a new language is mostly a manner of learning many new vocabulary words.	Learning strategies and communication strategies
6. Profe en el BALLI usted dice que la pronunciación NO es el elemento más importante al momento de enseñar o aprender inglés. De hecho, en la observación de su clase no se observaron ejercicios de pronunciación; pero aquí me dice que usted les califica o evalúa la pronunciación a los chicos durante el role-play basándose en un listado de palabras y en ejercicios de pronunciación de la clase que no se reflejaron en la observation stage – que me puede decir al respecto?	Si reinita, lo que pasa es que ellos practican pronunciación todo el tiempo porque lo oyen a uno en clase y cuando trabajamos los cursos virtuales estos tienen ejercicios y videos y allí ellos escuchan la pronunciación de las palabras. Además, yo dije que la pronunciación NO era lo más importante porque hay otras cosas claro, ellos deben leer, escribir, entender lo que les dice y hablar el idioma. Pensar en esa lengua que tiene muchos modismos, además, por eso el Inglés es tan importante, Aquí en Apartadó por ejemplo los chicos tienen muchas oportunidades por lo puertos, eso va a traer muchos extranjeros y los chicos que trabajen en los puertos deben hablar todo el tiempo en Inglés, Inglés técnico que es lo que le enseñamos aquí...	14. The best way to learn English is by memorizing new vocabulary and conversations.  22. Lot of practice and repetition of sentences is needed when learning English.	Learning strategies and communication strategies

	Ellos en clase practican todo el tiempo, hablan, escuchan a los compañeros, repiten palabras relacionadas con lo que estudian, pasan de inglés a español.		
7. ¿Usted todo el tiempo les habla en inglés?	No se puede, no se puede porque no entienden y después van y se quejan. Se les habla en inglés y en <u>Español</u> . Si algunos les da duro el Español (Risas) Y hablar en inglés, imagínese hablar 6 horas de clase en <u>Inglés</u> – muy duro- no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español. En clase hablamos en inglés para saludarnos, para los role plays, repitiendo palabras para practicar la pronunciación del vocabulario técnico – o en algunos juegos. Pero las explicaciones y eso son en español, imagínese explicar el pasado simple en inglés.	22. Lot of practice and repetition of sentences is needed when learning English.	<b>Learning strategies and communication strategies</b>
8. Profe en el BALLI usted estuvo de acuerdo con la afirmación que indicaba la importancia que tienen los materiales de clase en la enseñanza de Speaking propiamente, de hecho, en la encuesta (Teacher's <u>beliefs and practices survey</u> ) usted indicó que como material de clase usted usaba, entre otros, material audiovisual – pero esto no se reflejó durante las observaciones.	Claro <u>que</u> si reina, usted estuvo cuando fuimos al laboratorio? Todo allí es audiovisual – ese es el material con el que contamos, tenemos computadores, conexión a internet, etc. En el laboratorio también vemos películas. Bueno a veces también les traigo copias, aunque creo que esos días no los llevé. A mi me gusta motivar a los muchachos, A ellos hay que motivarlos, con juguetitos, a veces les traigo confiticos, porque después se retiran y no cumplimos metas y ahí sí, jummm grave.	29. Multimedia technology in language teaching promotes student's motivation and learning interest in the English language.	<b>Motivation and expectation</b>
9. ¿Y usted ve a los chicos motivados con las clases de Ingles?	Si claro, a ellos les gusta mucho. Y ellos motivados no se retiran de la formación entonces yo juego con ellos, los molesto, les traigo dulces, vemos películas, vamos al laboratorio de inglés, a mi me parece que si les gusta mucho.  A mi me gusta el SENA sabe, aquí los muchachos son muy agradecidos y si uno se porta bien aquí en el SENA dura, eso sí siempre y cuando tenga B2 (risas)	32. Motivation plays an important role in learning and teaching how to speak.	<b>Motivation and expectation</b>
10. Profe y usted que opina o me me podría decir respecto a sus expectativas en relación a su desarrollo profesional, y el crecimiento como instructor de Inglés en el SENA?	Bien, bueno, lo ideal es cada día cualificarme más, porque no me puedo estancar. Yo soy administrador y aprendí Inglés viviendo en USA, no lo estudié. Pero ningún profesional se puede estancar en sus conocimientos, pero entonces aquí en el SENA nos piden unos exámenes y nos dan talleres y eso me ha servido y me va a seguir sirviendo para yo poder ir ahondando en mi practica pedagógica. Aunque uno se sienta nervioso al principio hablando en Inglés o no sepa mucho se debe ir enseñando mientras se van cualificando los profesores.	27. It is better not to teach speaking if teachers do not feel confident using it.  _There was a change in this belief.	<b>Foreign Language Aptitude</b>

## Appendix 13 – Semi - structured interview

### ENTREVISTA A INSTRUCTOR CONTRATISTA – SENA

1. Profe en la respuesta del BALLI usted respondió estar de acuerdo en que cualquier persona puede hablar un idioma extranjero, pero luego dice estar totalmente de acuerdo en que para hablar un idioma se necesitan habilidades especiales. ¿Podría explicarme que quiso decir con esto?

R/- Bueno reina la verdad es que a veces aquí uno tiene mucho que hacer o esta muy ocupado y andaba de afán ese día. Yo si creo que cualquiera puede hablar un idioma extranjero y en la otra pregunta estaba distraído y pensé que era la misma pregunta, pero de ahí en adelante empecé a ser mas cuidadoso con las rtas.

2. Entonces que me puede decir cuando afirmaba que es mejor aprender Inglés en un país de habla Inglesa?

RTA/: Reinita mire, yo aprendí Inglés en Estados Unidos y viví allá 26 años y aunque creo que cualquiera puede aprenderá hablar un idioma extranjero no podemos comparar el Inglés de Aquí con el de allá. Siempre será mejor la forma como habla un nativo y la forma como lo enseñan tampoco se puede comparar.



3. A qué se refiere?

RTA/: Es que acá todo es muy duro, a veces los chicos no tienen con quien estudiar en sus casas y cuando vienen otra vez a clase ya se les ha olvidado todo lo que trabajamos y a veces no practican tampoco. Y uno busca las estrategias pero no siempre funcionan. Eso le pasa a todos los profesores a veces no es porque sea Inglés eso es lo mismo en todas las materias. Los chicos no hacen los ejercicios, no practican en sus casas y cuando llegan a clase no se acuerdan de lo que se trabajó y como la clase es cada 8 días es más duro, si me entiende?

4. Que tipo de estrategias usa usted con sus aprendices?

Alla como usted está en un contexto donde todos hablan Inglés es más fácil todo, aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales, para que luego ellos sabiendo todo eso lo puedan practicar con los compañeros, puedan hacer oraciones y hasta role plays para que practiquen pronunciación y aprendan palabras y vocabulario nuevo y más aquí donde deben trabajar vocabulario técnico.

5. Que tipo de actividades aparte del role play usa para que practiquen la pronunciación o como es la metodología?

Ve niña, como ellos deben saber vocabulario técnico usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español. En clase practicamos la pronunciación de las primeras

20 y luego ellos deben hacer una conversación un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo la pronunciación.

6. Profe en el BALLI usted dice que la pronunciación NO es el elemento más importante al momento de enseñar o aprender Inglés. De hecho en la observación de su clase no se observaron ejercicios de pronunciación pero aquí me dice que usted les califica o evalúa la pronunciación a los chicos durante el role-play basándose en un listado de palabras y en ejercicios de pronunciación de la clase que no se reflejaron en la observation stage – que me puede decir al respecto?

Si reinita, lo que pasa es que ellos practican pronunciación todo el tiempo porque lo oyen a uno en clase y cuando trabajamos los cursos virtuales estos tienen ejercicios y videos y allí ellos escuchan la pronunciación de las palabras. Además yo dije que la pronunciación NO era lo más importante porque hay otras cosas claro, ellos deben leer, escribir, entender lo que les dice y hablar el idioma. Pensar en esa lengua que tiene muchos modismos, además, por eso el Inglés es tan importante, Aquí en Apartadó por ejemplo los chicos tienen muchas oportunidades por lo puertos, eso va a traer muchos extranjeros y los chicos que trabajen en los puertos deben hablar todo el tiempo en Inglés, Inglés técnico que es lo que le enseñamos aquí..

Ellos en clase practican todo el tiempo, hablan, escuchan a los compañeros, repiten palabras relacionadas con lo que estudian, pasan de Inglés a Español.

7. Usted todo el tiempo les habla en Inglés?

No se puede, no se puede porque no entienden y después van y se quejan. Se les habla en Inglés y en Español. Si algunos les da duro el Español (Risas)

Y hablar en Inglés, imagínese hablar 6 horas de clase en Inglés – muy duro- no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español. En clase hablamos en Inglés para saludarnos, para los role plays, repitiendo palabras para practicar la pronunciación del vocabulario técnico – o en algunos juegos. Pero las explicaciones y eso son en español, imagínese explicar el pasado simple en Inglés.

8. Profe en el BALLI usted estuvo de acuerdo con la afirmación que indicaba la importancia que tienen los materiales de clase en la enseñanza de Speaking propiamente, de hecho en la encuesta (Teacher's beliefs and practices survey) usted indicó que como material de clase usted usaba , entre otros, material audiovisual – pero esto no se reflejó durante las observaciones.

-Claro que si reina , usted estuvo cuando fuimos al laboratorio? Todo allí es audiovisual – ese es el material con el que contamos, tenemos computadores, conexión a internet, etc. En el laboratorio también vemos películas. Bueno a veces también les traigo copias aunque creo que esos días no les llevé. A mi me gusta motivar a los muchachos, A ellos hay que motivarlos, con jueguitos ,a veces les traigo confiticos, porque después se retiran y no cumplimos metas y ahí sí, jummm grave.

9. Y usted ve a los chicos motivados con las clases de Inglés?

Si claro, a ellos les gusta mucho. Y ellos motivados no se retiran de la formación entonces yo juego con ellos, los molesto, les traigo dulces, vemos películas, vamos al laboratorio de Inglés, a mi me parece que si les gusta mucho.

Ami me gusta el sena sabe, aquí los muchachos son muy agradecidos y si uno se porta bien aquí en el SENA dura, eso sí siempre y cuando tenga B2 ( risas)

10. Profe y usted que opina o me me podría decir respecto a sus expectativas en relación a su desarrollo profesional, y el crecimiento como instructor de Inglés en el SENA?

Bien, bueno, lo ideal es cada día cualificarme más, porque no me puedo estancar. Yo soy administrador y aprendí Inglés viviendo en USA, no lo estudié. Pero ningún profesional se puede estancar en sus conocimientos, pero entonces aquí en el SENA nos piden unos exámenes y nos dan talleres y eso me ha servido y me va a seguir sirviendo para yo poder ir ahondando en mi practica pedagógica. Aunque uno se sienta nervioso al principio hablando en Inglés o no sepa mucho se debe ir enseñando mientras se van cualificando los profesores.

## Appendix 14 – Learning guides – Teacher’s lesson plans

Sistema de Gestión de la Calidad	<p>Servicio Nacional de Aprendizaje – SERA</p> <p><b>Regional Antioquia</b></p> <p><b>Complejo Tecnológico, Agroindustrial, Pecuario y Turístico.</b></p> <p><b>Guía de Aprendizaje</b></p>	<p>Fecha:</p> <p>Versión 2.0</p> <p>Página 1 de 3</p>
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### Anexo D

#### 1. IDENTIFICACIÓN DE LA GUÍA DE APRENDIZAJE

Competencia:	Resultados de Aprendizaje	Tiempo Estimado de Ejecución
Comprender textos en inglés de forma escrita y auditiva.	Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos.	30 HORAS

#### 2. PRESENTACION

<p>Las lecciones de este nivel permitirán al aprendiz participar en cortas interacciones en situaciones estándar:</p> <ul style="list-style-type: none"> <li>• Desempeñarse adecuadamente a una entrevista de trabajo y la descripción de un proyecto, eventos empresariales</li> <li>• Obtener y dar información sobre las necesidades de un cliente, estudio de mercados, redacción de cuestionarios sobre satisfacción, información y direcciones a los clientes</li> <li>• Proponer sus servicios a clientes potenciales</li> <li>• Responder a una propuesta de servicios</li> <li>• Redactar lista de recomendaciones</li> <li>• Comprender la importancia del mantenimiento de espacios comunes, documentos cortos sobre política, cultura, ciencia, economía, tecnología, medio ambiente, salud.</li> </ul>
---

#### 3. ACTIVIDADES Y ESTRATEGIAS DE APRENDIZAJE

ACTIVIDAD DE APRENDIZAJE :
<ul style="list-style-type: none"> <li>• Participa en diálogos cortos en los cuales pide y da información específica relacionada con la temática tratada en el curso.</li> <li>• Identifica y aplica estructuras gramaticales desarrolladas dentro y fuera de los ambientes de aprendizaje.</li> </ul>

Sistema de Gestión de la Calidad	<p align="center">Servicio Nacional de Aprendizaje – SENA</p> <p align="center"><b>Regional Antioquia</b></p> <p align="center"><b>Complejo Tecnológico, Agroindustrial, Pecuario y Turístico.</b></p> <p align="center"><b>Guía de Aprendizaje</b></p>	<p align="center">Fecha:</p> <p align="center">Versión 2.0</p> <p align="center">Página 2 de 3</p>
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- Reconoce y utiliza vocabulario de acuerdo al nivel.
- Realiza intercambios sociales y detallados comunes en una empresa, con un vocabulario suficiente para hacer una exposición o mantener una conversación sobre temas técnicos.
- Encuentra vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.
- Comprender textos en inglés general y técnico.
- Encuentra información específica y predecible en escritos de temas particulares.

**Ambiente(s) requerido:** Ambiente de aprendizaje

**Material (es) requerido:** Videobeam, Internet, Portátil, Audio, marcadores, tablero, fotocopias.

#### 4. EVIDENCIAS Y EVALUACION

Descripción de la evidencia	
Entregable:	<ul style="list-style-type: none"> <li>• Talleres grupales e individuales             <ul style="list-style-type: none"> <li>• Quiz o test</li> <li>• Folletos</li> </ul> </li> </ul>
Forma de entrega:	Diarias / Por clase
Criterios de Evaluación:	<ul style="list-style-type: none"> <li>• Participa en diálogos cortos en los cuales pide y da información básica relacionada con la temática tratada en el curso.</li> <li>• Identifica y aplica estructuras gramaticales básicas desarrolladas dentro y fuera de los ambientes de aprendizaje.</li> </ul>

#### 5. GLOSARIO

#### 6. BIBLIOGRAFIA

- Diccionario Monolingüe– Bilingüe

#### 7. CIBERGRAFIA

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- 

[http://sena.blackboard.com/@@/17383F8DC51134F28D59274DB4953082/courses/1/119270/content/\\_14462961\\_1/course\\_information.swf](http://sena.blackboard.com/@@/17383F8DC51134F28D59274DB4953082/courses/1/119270/content/_14462961_1/course_information.swf)

- [www.agendaweb.org](http://www.agendaweb.org)

Sistema de Gestión de la Calidad	<p align="center">Servicio Nacional de Aprendizaje – SENA</p> <p align="center"><b>Regional Antioquia</b></p> <p align="center"><b>Complejo Tecnológico, Agroindustrial, Pecuario y Turístico.</b></p> <p align="center"><b>Guía de Aprendizaje</b></p>	<p align="center">Fecha:</p> <p align="center">Versión 2.0</p> <p align="center">Página 1 de 2</p>
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#### Anexo D

### 1. IDENTIFICACIÓN DE LA GUÍA DE APRENDIZAJE

Competencia:	Resultados de Aprendizaje	Tiempo Estimado de Ejecución
Comprender textos en inglés de forma escrita y auditiva.	Realizar intercambios sociales y prácticos muy breves, con un vocabulario suficiente para hacer una exposición o mantener una conversación sencilla sobre temas técnicos.	30 HORAS

### 2. PRESENTACION

<p>Las lecciones de este nivel permitirán al aprendiz participar en cortas interacciones en situaciones estándar:</p> <ul style="list-style-type: none"> <li>• Contactarse con alguien a un nivel profesional</li> <li>• Descripción de productos, la situación actual de una empresa, itinerario de trabajo, de punto de vista sobre un tema en particular de la empresa, descripción de métodos de trabajo</li> <li>• Comprender las condiciones de un contrato, partes de un currículo, cartas de recomendación y presentación.</li> </ul>
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### 3. ACTIVIDADES Y ESTRATEGIAS DE APRENDIZAJE

ACTIVIDAD DE APRENDIZAJE :
<ul style="list-style-type: none"> <li>• Participa en diálogos cortos en los cuales pide y da información específica relacionada con la temática tratada en el curso.</li> <li>• Identifica y aplica estructuras gramaticales desarrolladas dentro y fuera de los ambientes de aprendizaje.</li> <li>• Reconoce y utiliza vocabulario de acuerdo al nivel.</li> <li>• Realiza intercambios sociales y detallados comunes en una empresa, con un vocabulario suficiente para hacer una exposición o mantener una conversación sobre temas técnicos.</li> <li>• Encuentra vocabulario y expresiones de inglés técnico en anuncios, folletos, páginas web, etc.</li> <li>• Comprender textos en inglés general y técnico.</li> <li>• Encuentra información específica y predecible en escritos de temas particulares.</li> </ul>

Sistema de Gestión de la Calidad	<p align="center">Servicio Nacional de Aprendizaje – SENA</p> <p align="center"><b>Regional Antioquia</b></p> <p align="center"><b>Complejo Tecnológico, Agroindustrial, Pecuario y Turístico.</b></p> <p align="center"><b>Guía de Aprendizaje</b></p>	<p align="center">Fecha:</p> <p align="center">Versión 2.0</p> <p align="center">Página 1 de 2</p>
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Ambiente(s) requerido: Ambiente de aprendizaje
Material (es) requerido: Videobeam, Internet, Portátil, Audio, marcadores, tablero, fotocopias.

#### 4. EVIDENCIAS Y EVALUACION

<p>Descripción de la evidencia</p> <p>Entregable:</p>	<ul style="list-style-type: none"> <li>Talleres grupales e individuales <ul style="list-style-type: none"> <li>Quiz o test</li> <li>Folleto</li> </ul> </li> </ul>
<p>Forma de entrega:</p>	<p align="center">Diarias / Por Clase</p>
<p>Criterios de Evaluación:</p>	<ul style="list-style-type: none"> <li>Participa en diálogos cortos en los cuales pide y da información básica relacionada con la temática tratada en el curso.</li> <li>Identifica y aplica estructuras gramaticales básicas desarrolladas dentro y fuera de los ambientes de aprendizaje.</li> </ul>

#### 5. GLOSARIO

#### 6. BIBLIOGRAFIA

- Diccionario Monolingüe– Bilingüe

#### 7. CIBERGRAFIA

- [www.wordreference.com](http://www.wordreference.com)
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[http://sena.blackboard.com/@@/37383F80C51134F28D99274DB4951082/courses/1/319270/content/14462361\\_1/course\\_information.swf](http://sena.blackboard.com/@@/37383F80C51134F28D99274DB4951082/courses/1/319270/content/14462361_1/course_information.swf)

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#### CONTROL DEL DOCUMENTO

	Nombre	Cargo	Dependencia	Fecha
<b>AUTORES</b>	Felipe Andrés Moreno Ortiz	Instructores	Bilingüismo	30/01/2013



## Appendix 15 – Triangulation chart

Belief item	Balli Response	Teacher's beliefs and practices Survey	Observation	Interview	Document analysis
1. Everyone can learn to speak a foreign language	The participant teacher strongly agreed Everyone can learn to speak a foreign language	NA	NA	NA	
2. Some people are born with special abilities which helps them learn a foreign language.	He strongly agreed that some people are born with special abilities which led them to learn a foreign language.	NA	NA	This belief was confronted in the interview (see appendix 4) in which the teacher alleged that he answered that because he thought the questions were the same and after that he started reading more carefully: "Yo si creo que cualquiera puede hablar un idioma extranjero y en la otra pregunta estaba distraído y pensé que era la misma pregunta."	
3. It is necessary the use of multiple choice tests, drills, and written and oral work when evaluating/assessing students.	According to the learning strategies it was found that the participant teacher strongly believes that the use of multiple-choice test, drills and written work is necessary when evaluating - assessing students' learning.	The teacher stated on item 7 that he uses multiple choice tests and written work to assess learning.	This belief was confirmed during the observation stage (see appendix 1) where for the teacher, the most common activities used in class where written work.	"When asked about the activities he used in class, the teacher stated: "En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer un simulacro, un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo".	
4. Learning a foreign language is the same as learning other academic subjects.	On this item 4 the participant teacher agreed with the conception that learning a foreign language was the same as learning other academic subject.	NA	This was evidenced when: 1) not having apparently a well prepared class with a clear goal 2) Not taking into account students level. 3) taking random situations to make random sentences in the "Game", 4)Exchanging the numbers of hours of the English course.	The participant teacher reaffirms his beliefs about that learning English is the same as learning other academic object when he stated: "Eso le pasa a todos los profesores a veces no es porque sea Inglés eso es lo mismo en todas las materias. Los chicos no hacen los ejercicios, no practican en sus casas y cuando llegan a clase no se acuerdan de lo que se trabajó"	
5. All children can learn a second language accent free.	The participant teacher disagreed with this belief.	NA	NA	NA	
5. All children can learn a second language accent free.	The participant teacher disagreed with this belief.	NA	NA	NA	
6. If students are allowed to make mistakes in the beginning it will be hard to get rid of them later on.	The participant teacher disagreed with this belief.	NA	NA	NA	
7. Learning a foreign language is mostly a matter of learning grammar rules.	The participant teacher disagreed with this belief.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role- playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, Otros: tests, workshops, activities on the board, games.	The participant teacher makes a list about the grammar topics they have covered so far, and which in teachers' opinion are the most important part of English. They are: Verb to be, Present simple, p. Continuous, past, future.	As the teacher expresses: "Aquí uno le tiene que enseñar el presente simple y las reglas gramaticales..." (See appendix 4) "Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales"	
8. It is best to learn English in an English-speaking country.	The participant teacher agrees with the belief that is better to learn English in an English-speaking country (see appendix 4)	NA	NA	As he stated in the interview: "No podemos comparar el inglés de Aquí con el de allá. Siempre será mejor la forma como habla un nativo".	
9. It is necessary to know the English-speaking culture in order to speak Language.	The participant teacher disagreed with this belief.	NA	Target culture was not reflected during the lesson.	NA	
10. The use of translation, grammar activities, role-plays and, memorizing dialogs and drills are needed when teaching English.	The participant teacher agrees with the beliefs that the use of translation, grammar activities, role - plays, and memorizing dialogs and drills are needed when teaching English.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role- playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, Otros: tests, workshops, activities on the board, games.	The activities developed in class are grammar based activities and when working on the board, grammar structured is reinforced by the teacher.	When asked about the activities he used in class, the teacher stated: "En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer una conversación, un role play – donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario y yo les evalúo la pronunciación".	

11. It is unnecessary English exposure in the language classroom since students will never use it in real life situations outside the classroom.	The participant teacher disagreed with this belief.	NA	NA	Aquí en Apartadó los chicos tienen muchas oportunidades por los puertos, eso va a traer muchos extranjeros y los chicos que trabajen en los puertos deben hablar todo el tiempo en Inglés, El Inglés técnico, que es el que le enseñamos aquí.
12. Teaching speaking implies teaching fluency and accuracy	The participant teacher disagreed with this belief.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role-playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, Otros: tests, workshops, activities on the board, games.	The Activities done in class have a grammatical component. There are no communicative activities to check fluency.	Teacher works accuracy in writing: aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales, para que luego ellos sabiendo todo eso lo puedan practicar con los compañeros, puedan hacer oraciones y hasta role plays para que practiquen pronunciación y aprendan palabras y vocabulario nuevo y más aquí donde deben trabajar vocabulario técnico.
13. It is easier to read and write this language than to speak and understand it	An additional finding regarding to foreign language aptitude is that the participant teacher agrees on the belief that is easier to read and write this language than to speak and understand it.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role-playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, Otros: tests, workshops, activities on the board, games.	The participant teacher did not provide opportunities to the students for practicing that language orally instead there were several written grammar based activities.	Imagínese hablar 6 horas de clase en Inglés – muy duro-no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español. En clase hablamos en Inglés para saludarnos, para los role plays, repitiendo palabras para practicar la pronunciación del vocabulario técnico-o en algunos juegos, pero las explicaciones y eso son en español, imagínese explicar el pasado simple en Inglés.
14. The best way to learn English is by memorizing new vocabulary and conversations.	Teacher agrees on the assumption that the best way to learn English is by memorizing new vocabulary and conversations.	On item 6, the teacher stated that when assessing speaking the activities he uses according to students proficiency are: discussions, conversations, monologues.	As a recommendation to learn English the participant teacher suggest the use of duolingo and to make a list of the words they want to learn and write 50 sentences or phrases in English so they can get more vocabulary.	"When asked about the activities he used in class, the teacher stated: "En clase practicamos la pronunciación de las primeras 20 palabras del listado y luego ellos deben hacer una conversación, un role play - donde alguien llega a manejar un computador y allí ponen en práctica el vocabulario y yo les evalúo la pronunciación".
15. You should not say anything in English until you can't say it correctly.	The participant teacher disagreed with this belief.	NA	NA	NA
16. Learning a foreign language is mostly a matter of learning many new vocabulary words.	An additional finding in this stage is that the participant teacher agrees on the fact that for learning a new language is necessary to learn many new vocabulary words.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role-playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, Otros: tests, workshops, activities on the board, games.	As a recommendation to learn English the participant teacher suggest the use of duolingo and to make a list of the words they want to learn and write 50 sentences or phrases in English so they can get more vocabulary.	This belief showed consistency with the interview when the teacher explained the methodology used in English for specific purposes class: "Usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español"
17. Learning a foreign language is mostly a matter of translating from English.	The participant teacher was undecided with this belief.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role-playing, presentations, grammar activities, dictation, translation, question - Answer practice, memorizing dialogs, Otros: tests, workshops, activities on the board, games.	Teacher translates words from English to Spanish. And there were games where students must translate sentences from Spanish to English. <u>Game #1 - Instructions:</u> The participant teacher says a sentence in Spanish, and students translate it to English in a proper way. Sentences were given one by one, students work in pairs, some of them alone. To translate the sentences students used dictionaries, notebooks and their cellphones. After some time, teacher checks if the sentences are ok. Sentence #1: Ya casi es diciembre y no he comprado la ropa del 24 - Sentence #2: Mi hermana se va a casar en Abril porque en Mayo hace mucho calor. Sentence #3: Tengo mucha hambre porque no puedo desayunar antes de venir.	Uno le tiene que traer a los chicos textos que puedan traducir, oraciones.- Como ellos deben saber vocabulario técnico usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español.
18. Pronunciation is the most important element when learning and teaching how to speak a second language.	The participant teacher disagreed with this belief.	NA	Little or no attention was given to pronunciation. Activities made during class focused on grammar and writing. There were no activities to practice pronunciation.	"Y cuando trabajamos los cursos virtuales estos tienen ejercicios y videos y allí ellos escuchan la pronunciación de las palabras"
19. Teachers should not speak in the second language to their students all the time because they may not understand.	The participant teacher disagreed with this belief.	On item 2, the participant teacher affirmed that 50 percent of his class is taught in English.	Class was taught in Spanish. Just a few times the participant teacher read the instructions of the activities in English or pronounce a random word in English. Although class is in Spanish some words are translated from English to Spanish, ex: late, early.	During the interview, (See appendix 4) when asked about the teaching of speaking and the use of L2 in class the participant teacher expressed: No se puede, no se puede porque no entienden y después van y se quejan. Se les habla en Inglés y en Español. Si algunos les da duro el Español (Risas) - Y hablar en Inglés, imagínese hablar 6 horas de clase en Inglés – muy duro- no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español.

The document analysis procedure was used to identify whether the information obtained in the BALLI, and the background questionnaire which had questions about activities, material and evaluation of the oral skill were reflected in the goals of the course, teacher's lesson plan, learning guide and other documentary sources used by the teacher.

In this case, the document analyzed was the learning guide, which in SENA is the document used for the lesson planning. The learning guide is a seven parts document which is divided into:

Part #1 -Identification of the learning guide: this part contains the learning goals and the number of hours required to achieve that goal.

Part #2 -Presentation: this part gives a short description on the importance of the learning guide and the learning objectives to achieve.

Part #3 - Learning strategies: description of the class and the activities to work with students; these cover individual or group activities, assessment for learning, learning strategies, etc.

Part #4 – Assessment and evaluation: chart with a description of the type of

			early.	horas de clase en inglés - muy duro- no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español.	<p>Part #4 – Assessment and evaluation: chart with a description of the type of activity to be delivered, how it should be delivered and how it would be evaluated.</p> <p>Part #5 - glossary of terms</p> <p>Part #6 - References</p> <p>Part #7 – Cybergraphy: link and sites where students find activities and material related to class.</p> <p>This learning guide was made to be developed in 30 hours and had as a main objective to: Carry out very short social and practical exchanges, with enough vocabulary to make a presentation or have a simple conversation on technical topics.</p> <p>In part 3_ learning strategies, the participant teacher has listed several activities to be develop in the 30 hours.</p> <p>Activities such as:</p> <ul style="list-style-type: none"> <li>•Participates in short dialogues in which he asks for and gives specific information.</li> <li>•Identify and use grammatical structures.</li> <li>•Recognize and use vocabulary according to the level.</li> <li>•Finds out technical vocabulary and expressions in advertisements, flyers, web pages, etc.</li> <li>•Understands text in General and technical English.</li> <li>•Finds out specific information in texts.</li> </ul> <p>The learning guide analyzed showed no description of the methodology of the class neither examples of how the class would be developed. Furthermore, none of the activities, explanations, or resources the participant teacher used or made during the whole observation stage is written or at least cited in the learning guides.</p>
20. Speaking activities or tasks are used in the classroom to communicate information, necessities, likes, beliefs and opinions.	In terms of the beliefs related to communication strategies, on items 20 and 21 the participant teacher showed to be in agreement with the importance of working on speaking activities to communicate information, necessities, likes, beliefs and opinions, a social language	NA	During the observation stage (see appendix 1.1 and 1.2) where there was no evidence of communicative activities or the use of English as a social language. All the activities worked in class were grammar-based activities.	In the interview (see appendix 4), the participant teacher referred on the importance of teaching a technical language and describe the methodology used in class: Como ellos deben saber vocabulario técnico usted primero les da una lista. Por ejemplo, a los de mantenimiento en equipos de cómputo, yo les paso un listado de 50 palabras con las partes del computador y todo relacionado con sistemas, ellos la estudian y buscan el significado en español. En clase practicamos la pronunciación de las primeras 20 y luego ellos deben hacer una conversación un role play - donde alguien llega a arreglar un computador y allí ponen en práctica el vocabulario"	
21. The most important part of teaching English is social language.					
22. Lot of practice and repetition of sentences is needed when learning English.	Regarding this item, the participant teacher agrees on the fact that lot of practice and repetition of sentences is needed when learning English.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role-playing, presentations, grammar activities, dictation, translation, question Answer practice, memorizing dialog, Otros: tests, workshops, activities on the board, games.	NA	The teacher referred to the activities develop during the regular classes (See appendix 4): "En clase hablamos en inglés para saludarnos, repitiendo palabras para practicar la pronunciación del vocabulario técnico - o en algunos juegos"	
23. Oral work demands a lot of effort from the teacher.	The participant teacher agreed with this belief.	On item 2, the participant teacher affirmed that 50 percent of his class is taught in English.	Class was in Spanish. Random words were in English, and they were translated.	Imagínese hablar 6 horas de clase en inglés - muy duro- no porque uno no sepa, es que ellos no entienden y al final siempre les tiene que repetir uno en Español. En clase hablamos en inglés para saludarnos, para los role plays, repitiendo palabras para practicar la pronunciación del vocabulario técnico- o en algunos juegos, pero las explicaciones y eso son en español, Imagínese explicar el pasado simple en inglés.	
24. Teaching English required a well-planned class with the appropriate methodology.	The participant teacher was undecided with this belief.	NA	It was noticed that the participant teacher was going to initiate with his class and a new topic as he has previously explained but a question from a student about the online courses changed the methodology, the 2 hours class was about working on the online courses students have to do. The whole class the participant teacher explained, and correct the activities related to the development of the online course.	NA	
25. Teachers only need to speak the language to be able to teach it.	The participant teacher disagreed with this belief.	NA	NA	NA	
26. The most important part of learning a foreign language is learning grammar.	The participant teacher was undecided with this belief.	The teacher stated on item 3 that the teaching of speaking requires: repetition, role-playing, presentations, grammar activities, dictation, translation, question Answer practice, memorizing dialog, Otros: tests, workshops, activities on the board, games.	The activities developed in class are grammar based activities and when working on the board, grammar structure was reinforced by the teacher.	"Aquí uno le tiene que traer a los chicos textos que puedan traducir, oraciones, enseñar el presente simple y las reglas gramaticales"	
27. It is better not to teach speaking if teachers do not feel confident using it.	Another conception teacher had was that teachers should not teach speaking if they do not feel confident using it.	NA	NA	"Although in the interview he showed a change in this belief when he expressed (see appendix 4): Aunque uno se sienta nervioso al principio o no sepa mucho se debe ir enseñando mientras se van cualificando los profesores."	
28. I feel shy speaking in English in front of other people.	The participant teacher disagreed with this belief.	NA	NA	NA	
29. Multimedia technology in language teaching promotes student's motivation and learning interest in the English language.	An additional finding in this stage is that the participant teacher agrees on the fact that multimedia technology promotes motivation and learning interest.	On item 4, the participant teacher chose Material for online courses, English lab and Learning guides as the common classroom materials used in class	This assumption was stated during the observation stage (see appendix 1) where students were taken to the English lab during the class to work on the online courses SENA provided and apparently, they were enrolled. There was no evidence of the use of videos, audio, web material, overhead projector, smart board. Despite the audiovisual material the classroom had students focus on the written and grammatical part of the online courses: completing profiles, answering questions, tests, etc.	This belief was reinforced when teacher expressed during the interview the use of the English lab and the resources offered by the online courses. (See appendix 4) During the interview (See appendix 4) the participant teacher talked about on how he did use classroom material referring to the laptops categorizing them as audiovisual material. ...."Usé mucho cuando fuimos al laboratorio? Todo allí es audiovisual - ese es el material con el que contamos, tenemos computadores, conexión a internet, etc.	
30. Some people do not speak in English because they insufficiently	The participant teacher agrees on the fact some people do not speak in English because they insufficiently	On item 5, the participant teacher considered that the material he uses in class have as a main purpose: To identify vocabulary - To make students aware of the parts of the sentence - to promote	During the observation stage the participant teacher proposed a game to motivate students, and indeed	In the interview the participant teacher expresses he likes motivating students with games and candies, taking them to the English lab and watching movies. "Y ellos motivados no se retiran de la formación entonces yo juego con ellos, los	

30. Some people do not speak in English because they insufficiently motivated.	The participant teacher agrees on the fact some people do not speak in English because they insufficiently motivated.	class have as a main purpose: To identify vocabulary - To identify grammatical structures - To make students aware of the parts of the sentence - to promote communication - To exemplify or put into practice the grammatical structure that is being taught in class. Motivate students was no chosen as the main purpose of the material used in class.	During the observation stage the participant teacher proposed a game to motivate students, and indeed they were excited about it.	In the interview the participant teacher expresses he likes motivating students with with games and candies, taking them to the English lab and watching movies. "Y ellos motivados no se retiran de la formación entonces yo juego con ellos, los molesto, les traigo dulces, vemos películas, vamos al laboratorio de inglés, a mí me parece que si les gusta mucho".
31. Classroom materials and environment affect the teaching of Speaking.	The participant teacher agrees on the fact that classroom material and environment affect the teaching of speaking.	On item 4, the participant teacher chose Material for online courses, English lab and Learning guides as the common classroom materials used in class	During the observation stage there was no evidence of the use of classroom material (photocopias, flashcards, reports, magazines, handouts, etc) , in the first class students and teacher worked on the English Lab using laptops to work on the online courses, and the last two observations were developed in the classroom and they only used board, markers, students notebook, etc, none of the activities allow students to communicate information, necessities, likes, beliefs and opinions.	During the interview (See appendix 4) the participant teacher talked about on how he did use classroom material referring to the laptops categorizing them as audiovisual material. ... "Usé esto cuando fuimos al laboratorio? Todo allí es audiovisual - ese es el material con el que contamos, tenemos computadores, conexión a internet, etc. En el laboratorio también vemos películas. Bueno a veces también les traigo copias, aunque creo que esos días no les llevé."
32. Motivation plays an important role in learning and teaching how to speak.	He recognized the important role motivation play in learning and teaching how to speak.	On item 5, the participant teacher considered that the material he uses in class have as a main purpose: To identify vocabulary - To identify grammatical structures - To make students aware of the parts of the sentence - to promote communication - To exemplify or put into practice the grammatical structure that is being taught in class. Motivate students was no chosen as the main purpose of the material used in class.	During the observation stage the participant teacher proposed a game to motivate students, and indeed they were excited about it. Students were motivated because they wanted to earn the 15 or 20 hours promised to make the course shorter if they translates some sentences.	In the interview the participant teacher expresses he likes motivating students with with games and candies, taking them to the English lab and watching movies. "Y ellos motivados no se retiran de la formación entonces yo juego con ellos, los molesto, les traigo dulces, vemos películas, vamos al laboratorio de inglés, a mí me parece que si les gusta mucho".
33. If someone spent one hour a day learning a language, how long would it be for him/her to become fluent? *Less than a year. * 1-2 years. *3-5 years. *5-10 years. *You can not predict the result from the number of hours assigned.	The participant teacher believes we can not predict the result from the number of hours assigned.	NA	NA	NA
34. English is: *A very difficult language. * A difficult language. *A language of medium difficulty. *An easy language. *A very easy language.	The participant teacher believes English is a language of medium difficulty.	NA	NA	NA

## Author's Biography

Samy Roble Ruiz is an English teacher born in the city of Monteria in the northern region of Colombia, where she obtained her Bachelor of Arts degree in Foreign Language teaching from Universidad de Cordoba and her Specialization degree in English Language Teaching from Universidad Pontificia Bolivariana.

Roble Ruiz have has the opportunity to work from nursery schools with kids to University programs with teenagers and adults which has helped her to developed as an English Teacher, and put into practice different methodologies and practices according to her students' needs.

Since 2012, she has worked for Servicio Nacional de Aprendizaje (SENA), a vocational institution that offers free technical and technological programs. In this institution she has had the opportunity to teach English for Specific Purposes (ESP) to different programs such as Sales and Marketing, Business Management, Accounting, Logistics, and Contact Center, and grow personally and professionally.